



# “STRATEGY TO MAXIMIZE THE INCLUSIVE LEARNING ENVIRONMENT FOR CHILDREN” PROJECT

Transition Guidance  
to Support Smooth  
Transition  
from Pre-school  
Institutions  
to Primary School



# **“STRATEGY TO MAXIMIZE THE INCLUSIVE LEARNING ENVIRONMENT FOR CHILDREN” PROJECT**

## **Transition Guidance to Support Smooth Transition from Pre-school Institutions to Primary School**

Yerevan, 2017

“Publication of this report is supported by Early Childhood Program of the Open Society Foundations and Open Society Foundations - Armenia. The opinions and analyses expressed in the report are those of the authors and do not represent opinions and positions of Open Society Foundations – Armenia.

The Guidance was developed according to the outline designed and under direct leadership of the Project's international consultant Dr. Juliet Hancock, Director of Professional Learning / Teaching Fellow from Edinburgh University. The Guidance was enriched from the valuable contribution of Svetlana Marutyan, Professor from the Department of Pre-school Pedagogy and Methods of Armenia State Pedagogical University and of teachers from the primary classes of the Project's partner schools number 135, 150, 100 and 175 and pedagogues of the Project's partner pre-schools number 101, 42, and 109, as well as Olympus Education Complex. The full Armenian version of the Guidance was prepared by Hasmik Ghukasyan, Consultant to Bridge of Hope NGO.

# CONTENTS

ABBREVIATIONS .....	4
ACKNOWLEDGMENTS .....	6
INTRODUCTION .....	7
PURPOSE AND AUDIENCE .....	8
BACKGROUND TO THE GUIDANCE .....	10
WHAT DO WE MEAN BY TRANSITION AND WHAT ARE THE GUIDING PRINCIPLES? .....	11
PERSPECTIVES FROM INTERNATIONAL RESEARCH .....	15
EXAMPLES OF SUCCESSFUL TRANSITION INITIATIVES .....	17
WHO ARE THE KEY PARTNERS IN THE TRANSITION PROCESS? .....	19
PLANNING FOR SMOOTH TRANSITION .....	21
WHAT TOOLS CAN SUPPORT EFFECTIVE TRANSITIONS? .....	24
EVALUATING TRANSITION: HOW EFFECTIVE ARE WE? .....	28
CONCLUDING COMMENTS .....	30
 ANNEX .....	 31
TIMETABLE FOR SMOOTH TRANSITION OF CHILDREN	
FROM PRESCHOOL SETTING TO SCHOOL .....	32
EXAMPLE OF TRANSITION EVENTS IMPLEMENTED BY A SCHOOL AND KINDERGARTEN .....	35
INDIVIDUAL TRANSITION PLAN TEMPLATE .....	39
SUPPORTING EFFECTIVE TRANSITIONS CHECKLIST .....	40
ESTABLISHING BUDDY SYSTEMS .....	41
CHILD COMMUNICATION PASSPORT .....	43
REFERENCES AND FURTHER READING .....	57

## ABBREVIATIONS

<i>ASPU</i>	<i>State Pedagogical University of Armenia</i>
<i>IEP</i>	<i>Individual Education Plan</i>
<i>ITP</i>	<i>Individual Transition Plan</i>
<i>MLSA</i>	<i>Ministry of Labor and Social Affairs</i>
<i>NIE</i>	<i>National Institute of Education</i>
<i>PPSC</i>	<i>Pedagogical-psychological support center</i>
<i>SNE</i>	<i>Special Needs for Education</i>

## FOREWORD by Susanna Tadevosyan President, Bridge of Hope

Dear Reader,

*In 2016 Bridge of Hope NGO celebrated its 20th anniversary. During the past 20 years we confirmed our dedication to our mission and to our adopted principals. We believe that every child can and should learn together with his/her peers, within an inclusive environment, where skilled teachers manage to ensure an enabling environment and reveal the children's full potential, equipping them with necessary skills and knowledge and prepare them for independent living in their communities.*

*Passing through their education path, children face different transition stages: when they first move from family to kindergarten; from kindergarten to school; leaving school for high school or secondary-specialized education; and the move to university or into employment.*

*Every transition stage is full of expectations and hopes, and at the same time filled with anxiety and uncertainty. Our experience demonstrates that children and their parents are experiencing emotional excitement and at the same time more worries and concerns when the child is entering school for the first time.*

*The child needs to be ready for school, prepared for the school environment, their new surroundings, a new community and new responsibilities. However, at the same time, schools need to be ready to accept the child in the right way and to have arranged for a smooth transition into the school environment. The primary precondition for the child's success at school is how smooth and positive the transition is, and how the schools and kindergartens, working jointly with parents, are able to best ensure this.*

*This guidance aims to emphasise the importance of smooth transitions from kindergarten to school for all children and to suggest some possible solutions, approaches and methods for organising these transitions, based on international best practice and some of our own local experience within the Armenia context.*

*We hope you will find interesting and applicable approaches for yourself and your own organisations in the contents of this Guidance, whether you are working with children and families in Armenia or further afield. It is our hope, that the Guidance we have produced here will help you to build upon your own experience, together with the courage to explore new and effective solutions for inclusive approaches.*



Susanna Tadevosyan  
Yerevan, 2017

## ACKNOWLEDGMENTS

The Bridge of Hope NGO team expresses its gratitude to all partners and stakeholders from government and non-government organisations, donor organisations, pilot schools and kindergartens, as well as to members of Project's Coordination Committee who contributed to, supported and participated in the development of the “Smooth Transition from Pre-school Institutions to School” guidance. Our special thanks go to Mainstream Education Department of Ministry of Education and Science of RA (MoES), Pre-school Education Division of National Institute of Education of MoES, National Pedagogical-psychological Support Center of MoES, and Preliminary Education Department of Armenia State Pedagogical University (ASPU).

This Guidance was developed within the framework of the “Strategy to maximize the inclusive learning environment for children” Project, implemented by Bridge of Hope NGO with funding support from the Open Society Foundations' Early Childhood Program. It was constructed according to the outline design and leadership of the Project's international consultant, Juliet Hancock, Director of Professional Learning from the University of Edinburgh.

We are also very grateful to Ingrid Lewis, Executive Director of UK based EENET Enabling Education Network CIC for her valuable contribution to the design stage of the project and encouraging our initiative.

# INTRODUCTION

Education is a fundamental right of every child and is guaranteed by the Republic of Armenia. The Government of Armenia is directing its efforts to provide accessible, inclusive and quality education for all children starting from pre-school ages.

Pre-school education is the initial stage of continuous education system of Armenia. It is a comprehensive process and is directed towards the promotion of the holistic development of every pre-school aged child, taking into consideration each child's inclinations, abilities, skills and their personal, mental and physical uniqueness.

School is a new stage of the life cycle for every child and all children can be vulnerable at times of change. How active the child is at school, how well the child is able to attain and demonstrate their potential, are inextricably linked to how smooth the child's transition from one phase of education to another is – starting with transition from kindergarten or family to school, from primary school to middle school and then to high school and from there into the world of higher education or work. Planning for transition requires additional, flexible and sensitive support for each and every child in order to meet their individual needs effectively.

The suggested approaches and recommendations contained within this Guidance are based upon positive examples from the local context as well as examples from internationally recognised effective practice. The core focus of the Guidance is to promote new ways of working together, making sure that the child is at the centre of the planning process.

This Guidance suggests a planning process over a period of 8-9 months, including six months of planned activities at kindergarten and two-three months of agreed actions at the start of the school. With this in mind, the Guidance can be used by any pre-school institution or school. It will support schools and kindergartens to plan for and implement smooth and effective transition for all children. The purposes and aims of this Guidance are outlined in further detail in the following section, together with information on the intended audience.



## PURPOSE AND AUDIENCE

*The purpose of this Guidance is to provide recommendations and new ways of working together for teachers, pedagogues and parents in order to support positive transitions, making sure that all children have a good starting point, feel included and able to develop further and achieve.*

▲ **The smooth and effective transition of children** from kindergarten to school depends on a commitment from all professionals involved - pedagogues, nurses, special educators, future teachers and other specialists. It is founded upon their readiness to develop strong relationships, positive communication links and shared approaches to promoting continuity for all children experiencing transitions between settings.

▲ **This Guidance provides key recommendations** on how to develop smooth transition plans for transition from pre-school settings to primary school. It outlines the steps that should be planned, is based upon directing principles and indicates who should participate in the development, implementation and monitoring of transition plans.

▲ **The Guidance suggests** planning for transition over a period of 8 to 9 months. This includes the first six months of each year, from January to June, where activities should be coordinated by pre-school settings. The final stage of the year, from August to November, should be under the direct management and supervision of schools. It identifies the importance throughout the year of collaboration between pre-school and school settings. The Guidance recognises that some children may not attend pre-school, and will therefore enter school directly from the family home environment. It therefore also suggests some specific recommendations for the smooth transition of children from the family home.

▲ **This Guidance recommends** that in addition to a general, agreed Action Plan for Smooth Transition between pre-school settings and schools, individual transition plans should be developed and monitored for every child facing transition. Individual transition plans should include special activities, the importance of the environment and any conditions needed for arranging the smooth transition of the child based on the child's holistic developmental needs.

▲ **The Guidance also indicates the list of documents and information** the pre-school settings should provide to schools in order to support each child's smooth transition, and suggests what the individual transition box/folder might contain for each child.

▲ **Many of the recommendations suggested** in this Guidance have been tried out in practice by the project partner pre-school institutions and schools between January and September of 2017. They have already begun to prove their viability for Armenian context, especially given a culture of enhanced cooperation between pre-school and school settings.



▲ **This Guidance is therefore designed** for all those who play an important role in the lives of children, who are open to working more closely together and who are aware of the importance of smooth transition as constituting the most effective start for all children.

▲ **The Guidance will be of interest to:**

- Management of pre-school institutions;
- Management of schools;
- Pedagogues within pre-schools;
- Class teachers within schools;
- Nurses within pre-schools;
- Different specialists who provide pedagogical-psychological support services;
- Rehabilitation specialists
- Parents.



## BACKGROUND TO THE GUIDANCE

The Ministry of Education and Science, on behalf of the Government of Armenia, continues to initiate reforms in the education sector in order to provide every citizen with equal opportunities to receive quality education according to their individual needs, capabilities and desires, across every stage of their life. The transition to overall inclusive mainstream education system is an important stage of this reform and is a necessary precondition for the realisation of the educational rights of every child.

Policy is enforced by the Law on Amendments and Additions to the State Law on Mainstream Education adopted in 2014. The Law requires that all stages of mainstream education, starting from pre-school to full secondary education, provide accessible, high quality education for all children - including children with special needs.

Based upon these requirements, all pre-school settings should revise their teaching and nurturing processes to ensure inclusive, high quality pre-school education for all children aged from 0 to 6. Special attention is paid to the nurturing of pre-school aged children and their next steps in preparation for going to school.

During May and June of 2015, Bridge of Hope NGO initiated research with OSF funding support, in order to explore how the transition between different levels of education is arranged for those children with special educational needs and those with disabilities. It was conducted with a variety of participants, through face-to-face interviews, questionnaires and focus group discussions. The findings of the research were presented at the [Day of General Comment of UN Committee](#) on the Rights of Persons with Disabilities. In its General Comment No. 4 of 2016 on Article 24: Right to inclusive education, the UNCRPD recommended that state parties should view smooth transition between education levels as being among the most important preconditions for implementation of Article 24 of UNCRPD. It also acknowledged, however, that the issues of transition were not adequately or consistently addressed, either by state policy makers or by those responsible for implementing such transitions.

The research conducted by Bridge of Hope revealed a number of important considerations within the Armenian context, including the following:

- smooth transitions were a largely unaddressed issue
- information on the developmental needs of children, were not consistently or routinely transferred across different levels of education or communicated effectively to teachers at different stages of the education system
- different approaches and methods used by a variety specialists to support the child's achievements and ongoing development were not consistently or routinely transferred across different levels of education or communicated effectively to teachers at different stages of the education system
- the main focus was paid to “preparing” the child for school, with a specific focus on academic knowledge
- a lack of attention was being given to smooth and successful transitions through which every child's adaptation to a new environment was effectively supported
- being “ready” to accept all children with different skills, knowledge and abilities was not embraced as a philosophy or evident in practical terms within educational establishments
- a baseline survey conducted in May-June of 2016 (among teaching staff and parents from the project's pilot of 7 pre-schools and 7 schools) revealed that the first day of school is seen as stressful for children generally

- almost 90% of teachers and almost all parents interviewed as part of the above survey agreed that children should be acquainted with school and its environment well before they start actual schooling
- it was identified as not yet consistent practice but desirable that children should be introduced to their future teachers and classmates.

Based on the findings of the above research, Bridge of Hope NGO designed its 'SMILE for Children' project with the primary goal of agreeing conditions for the smooth transition of children between different stages of their education, in particular, transitions from kindergarten to school. The results are contained in this Guidance. Based on the results of the research, a poster [“Inclusive Transition”](#) was also developed for use by all education settings, the pdf version of which is available in English, Armenian, French, Russian, Ukrainian and Swahili.

## WHAT DO WE MEAN BY TRANSITION AND WHAT ARE THE GUIDING PRINCIPLES?

Rather than trying to provide a definition of smooth and effective transition, it may be more helpful to consider what transition actually means within preschool and school settings and what the key guiding principles governing effective transitions should be.

According to definitions used in international research literature,

*“Transition is a process that happens over time from when children are beginning to get ready to start school until the time when they have adjusted to school, as opposed to a single point in time such as the day or week they commence.”*

(Hirst et al 2011)

The emphasis in the international literature review referred to above, is on transition being a **process**. A key aim of any transition programme should be that it helps the child and the family to feel supported and comfortable in their new environment (Brostrom, 2004). This in turn will help the child to feel secure, confident and in a positive frame of mind in order to tackle change. It is important therefore that transition is viewed as a process, and not a one-off event, or one-time September 1<sup>st</sup> celebration. This is of key importance in understanding what we mean when we talk about transition, and the significance of change and moving from one educational setting to another.

In particular, the move from pre-school setting to primary school may involve the following changes that children need to try to adapt to:

- Leaving the home environment,
- Leaving the kindergarten environment
- Moving to a different/bigger environment with a different outdoor area,
- Higher ratios of children to adults,

- Making new friends
- Establishing new relationships
- Different approaches to teaching, and to the curriculum
- Different expectations of parents and teachers
- Compliance of new environment to their expectations and dreams,
- New socially, emotionally, behaviorally, cognitively different reality,
- Different toilets, cafeteria, layout of classrooms, corridors

(based on Hirst et al 2011: 14).

The best possible transition can perhaps be defined as being one where the ending and beginning are merged to create a smooth, seamless move from one setting to another, retaining elements of the old until the new feels safe and familiar. In order to achieve this a smooth and effective transition requires careful prior planning before, during and after the move to a new educational setting actually takes place, together with a clear understanding on the part of all involved of the key principles which guide the transition processes, which this Guidance now goes on to explore.

## Guiding Principles of Transition

Children approach change differently and with mixed emotions. Some may feel excited and proud to be moving on, some may easily adapt to new surrounding and conditions, some may feel nervous and uncertain – or children may feel some or all of these of emotions. Some children face serious stress even when small changes happen in their usual routine, which may result in anxiety, which can have an impact on their behavior and understanding. Recognising this has been referred to as needing to provide a transition process which ensures 'compatability without sameness and stimulation without shock' (Joyce and Watt 1993)

Regardless of how children approach their transition, it is important to ensure that what is familiar to them supports their move as they enter a new environment and that this change proves to be a smooth and supportive experience, rather than a shock to their system.

Having shared principles of effective practice can help to ensure the above. These principles recognise that whilst ***each child is an individual***, their transition experience is consistently guided by agreed, understood, well informed principles which lead to effective practice.



**1. The founding principal of this Guidance is that all children deserve a smooth transition.** This relates to children's right to education and to be included in decisions about matters which affect them (UNCRC). Where a child has an additional support need, the smoothness of the transition becomes even more important. Effective transition in itself supports the inclusion of children in mainstream school.

*The school was aware that it would have 45 new children joining the school in September. Three of these children had additional support needs. All children had the opportunity to visit the school in advance and the class teacher arranged a visit to the kindergarten. Parents were also invited to visit the school and the children with additional support needs had a home visit in order that the teacher could talk to parents about resources that would be in place in order to ensure a smooth transition.*

*All information collected is summarised in an Individual Transition Plan of children.*

**2. The second important principal is that relationships are key:** effective transitions are based on mutual trust and respect.

*Meetings took place between the teacher and the kindergarten staff in order to share the children's learning and support needs as they made the transition from kindergarten to school. Parents were invited to attend the school and staff shared all of the transition support with families, as well as asking for their help in completing the child's transition plan, and ensuring that the child was involved in this.*

**3. The third principal emphasises the individuality of each child:** each child develops in their own way, therefore effective transition plans should be flexible and responsive to the individual needs of each child.

*Each child has their own Individual Transition Plan in place. The plan highlights the individuality of the child, their curriculum and/or any communication support needs and any adaptations of resources required. The child has had the opportunity to contribute to the Plan.*

**4. The fourth principal underlines importance of interagency cooperation:** interagency working is essential for smooth transitions and effective planning should be person-centered.

*All staff in the kindergarten and the school work together in support of transition. They understand the meaning of 'person-centered' and what this looks like in practice. They are aware of what role each member of staff plays and who to go to for help if needed. Other agencies are involved based on the child's needs and inter-agency meetings take place for planning and support purposes.*

**5. The fifth principal suggests that environment should be enabling:** an environment of cooperation should support open, trustful communication between all parties.

*The school and kindergarten ensure that meetings are set up well in advance to review the environment the child will be transitioning to. Any special supports are discussed and agreed, as are any adaptations to the classroom. Thought is given to objects with which children are familiar from kindergarten, and schools may borrow books or other resources that support this familiarity.*



**6. The sixth principle of good practice focusses on taking the right amount of time** to ensure that the process is smooth and effective, allowing time for the child to be included in the process and for kindergarten and school staff to have a good understanding of what the child needs, through close working with families.

*Good planning is evident in the school and kindergarten, with an ethos of calm and no sense of 'rush'. Each transition experience is planned for children, families and staff are aware of important times and dates. The individual Transition Plans for each child are in place and staff are aware of their contents.*

**7. The seventh principal points to importance of listening to the child:** Even very young children have a view on what their needs are and on what works best for them.

*The teacher knows the children well and has read their Individual Transition Plans. She understands that children communicate in different ways and not always verbally. She takes the time to seek children's viewpoints and to make sure that they know that these views are important and can lead to change*

**8. The eighth principal of smooth transition is the importance of involving families in planning.** Parents are crucial source of information on their own child.

*Parents are involved in transition arrangements and their views are sought. The information they can share about their individual child is seen as valuable and important, and is used to draw up the child's Plan. The school and kindergarten invite parents to be a part of the programme of transition visits and they encourage them to be as involved as possible.*



Further on in this Guidance, there are sections which illustrate a number of additional examples and approaches for planning and implementing smooth transitions. It is important to emphasise at this point that no one, single approach is correct. Because of this, a range of approaches is presented, all based on the above key guiding principles of effective practice. In this way, pre school and primary settings can explore what fits best in their own circumstances, and can do the important work together of developing transition processes which best meet the needs of their

children, families and communities. Equally, in developing Armenia's own Guidance on transition, the importance of exploring international perspectives was paramount, in order to ensure that the Guidance was set within the wider context of what is known to be effective practice.

## PERSPECTIVES FROM INTERNATIONAL RESEARCH

In order to develop this Guidance, the experience and approaches used in various countries were studied carefully, and the findings of various research studies were reviewed, including research into inclusive pedagogical approaches.

A range of research (Hirst et al 2011) indicates that the way in which transitions are experienced not only makes a difference to children in the early stages of any new situation, 'but may also have much longer-term impact, because the extent to which they feel successful in the first transition is likely to influence subsequent experiences' (Fabian & Dunlop, 2006).

Starting school and moving into a new class is a process that millions of children go through right across the world every year. It is a time that is filled with a range of emotions for both the child and the parents or carers, some positive, and some less so. It is generally viewed as an expected stage in every child's life and many children see the challenge of starting school as a positive experience (Fabian, 2007; Moss, 2007). However, research also shows that too many children experience starting school as a culture shock (Brostrom, 2007).

As indicated above, the first experience children have of school can have a great impact on their progress and future schooling (Margetts, 2007). For many children the change of setting and sense of moving on acts as a stimulus for development, but if they find this change too abrupt, there is a risk that the child will regress, feel uncomfortable and unsettled (Bennett, 2007).

Equally, not only do children have to be helped to be prepared for the move to school, but schools have to be 'child ready' and be able to adequately support the child's transition from home or preschool to school (Broström, 2000). Schools can do this in a number of ways that best suit their context and community. Paramount to this is creating a welcoming environment for families and children and providing adequate home–school communication both before, during and after the child's transition to school.

*'Ready schools' are synonymous with flexible, adaptable, supportive environments, guided by strong leadership, positive relationships, responsiveness to children, family engagement and connections with local prior-to-school settings and the broader community.*

(Dockett & Perry, 2008 cited in Hirst et al 2011)





Research also tells us that the role of the teacher is crucial in making transitions more effective and less stressful for every child. Inclusive pedagogy puts the teachers' skills at the center and the principle that all children have the capacity to learn, which is changeable rather than fixed or permanently at one stage.

Human beings are all different, and children are also unique in terms of their skills to learn and individual approaches to learning. In this way, difference can be viewed as an essential aspect of human development and learning, whereby "the inclusive pedagogical approach provides an example of how a shift in thinking about learner differences can open up new possibilities for practice." (Florian 2015)

Child centered planning, mentioned in the Guiding Principles already shared, is the main component of inclusive pedagogy and is key to ensuring essential conditions for smooth transition. It shows that it is important to model and to create new ways of working based on 'everybody' rather than 'some' or 'most' learners. In this way, it can be seen that what teachers choose to do or not do in the present can alter a child's learning capacity for the future (Hart 2004). Because of this, teachers must be confident and believe that they have the skills and capacities for teaching all children.

In part, this can be achieved through listening to and understanding a child as an important means for planning for effective transition. As research indicates, 'listening to children and spending time conversing with them about what is happening, what will happen and why, to help orient children to the school environment, relationships and interactions they may encounter, will support their adjustment to the school setting' (Dockett & Perry, 1999). Exploring examples from practice originating from other countries as well as from work underway within the Armenian context can help to illustrate what this research might look like in practice, as the following Section goes on to share.



## EXAMPLES OF SUCCESSFUL TRANSITION INITIATIVES

The arrangements for smooth transition differ from country to country, however there are a number of steps that are commonly associated with effective transition to school. These include conducting orientation visits; close collaboration with families; the organisation of joint events; establishing networks to share information about children; effective inter-agency working between, for example, kindergartens/schools/other specialists/rehabilitation centers; schools arranging home visits; establishing small groups of colleagues to share and further develop transition practices across sectors.

The following steps for arranging smooth transitions are commonly seen to be key factors for success:

### **Steps for pre-schools:**

- Identify a transition co-ordinator to liaise with schools
- Share photographs of the local school and early years environment
- Arrange visits to school for the pre-school children, participate at schools events
- Share books and stories about school
- Encouraging children to develop independence when putting on their coats/shoes and with personal self-care
- Create a book about the setting and send to the local school
- Let children paint or make pictures that can be taken on a visit to the school to be displayed
- Include props in role play – items of school uniform, lunch trays, lunch boxes and utensils
- Consider the children who are not yet old enough to move to school – prepare them that their friends and peers will be leaving soon.

### **Activities for schools:**

- Identify a transition co-ordinator to liaise with pre-school providers
- Make visits to pre-school settings and / or home visits;
- During a visit to pre-school read a story with the children which can be read at the beginning of the term in school;
- Ensure that you have links with local pre-schools so children are not missed when sharing information with providers,
- Ask Pre-school providers for details of routines so you can make some of these the same
- Arrange a variety of opportunities for the child / parents to visit the school
- Take pictures of the children during the visit and create a picture board of the new class when they start
- Provide clear transition information for each pre-school provider so they are aware of what will happen at the beginning of the new term and they can then provide extra support for children and families

Examples of successful transition practices are beginning to emerge within the Armenian context with key points for learning which are of benefit to all involved in the transition process. These suggest taking into account some of the following considerations in order to support smooth transitions, which must be consistently applied, regulated and monitored in order to ensure impact:

★ **Orientation Meetings:** In order to ease the transition of children to school, many parents in Armenia are already conducting orientation meetings with schools in order to introduce their child to the new setting, but this is still somewhat ad hoc.

★ **Information on Daily Routines:** many pre-school institutions are providing information on the daily routines of schools for parents and children, but this needs to be consistent.

★ **Collaborative Working:** As part of the SMILE for Children project, teachers and pedagogues of the project's pilot sites established working pairs and designed transition plans based on their own ideas and practices after training by the Project's international consultant. Based on these plans, the template of Smooth Transition Timetable and Action Plan was developed and is presented in this Guidance (see page 47). This can be easily adopted by any pre-school or school in order to begin to promote smooth transition for their children.

★ **Transition Coordinators:** both the pre-school and the school should have a transition coordinator and these coordinators must develop the transition plans jointly.

★ **Meetings of Transition Team:** need to be recorded or documented in shared meeting notes.

★ **Effective Communication:** All partners in the transition process should share their contacts and keep active and live communication during the transition period. Communication through e-mails will support the sharing of relevant information between the groups and inform each other about progress. Children who do not attend kindergartens must be identified in partnership with health and other relevant agencies.

★ **Transition Plans:** are not documents set in stone. They can be reviewed and modified during implementation, based on the needs of children and their changing circumstances. The effectiveness of the transition plan lies in the implementation of the agreed activities and monitoring of the quality of these, with sufficient time made for all activities agreed

★ **An Individual Transition Plan For Every Child:** should be developed by the pre-school setting, viewed as a brief profile of a child, including information on child's progress during the pre-school group, individual achievements, any difficulties faced, special resources required, pedagogical approaches or conditions the child may need for school.

★ **Additional Information Which Can Be Shared:** pre-school settings can pass an individual transition portfolio to school for every child with their parents. This may include child's art works, and other

less formal information on a child, which could help the school to know the child better, including the child's likes and dislikes

★ **Schools Can Plan Ahead:** and can use information provided by kindergarten on special needs and can arrange any required conditions before schools receive official assessment results and recommendations from the Regional Pedagogical-psychological support centers.

★ **Schools Can Arrange Many Different Transition Events:** such as Sunday events, team-plays, art-sessions, singing, dancing or sport contests or classes.

★ **“Buddy” Systems Can Be Implemented:** older students from other classes within the school can support new pupils with their orientation to school and can be very supportive. This change should happen in agreement with parents, children and teachers (see pages 51 for further information on Buddy Systems).



## WHO ARE THE KEY PARTNERS IN THE TRANSITION PROCESS?

To ensure transition is effective it should be guided by a Transition Plan, which should be developed and agreed between key partners in the transition process as this Guidance goes on to explore shortly. Having a strong Plan maps out the process of transition, ensures that key partners are included and means that strong and supportive relationships can be established between all those involved, including:

- parents/caregivers
- pre-school, kindergarten staff
- school staff
- managements of both settings

- health professionals
- school or community social workers.

*'The effectiveness and quality of programmes depends largely on communication and collaboration between all people involved in the process' (Margetts, 2004).*

Pre-school institutions should therefore initiate the development of the transition plan, actively involving parents of the children and then inviting the schools into the process. The coordinator of the smooth transition process at kindergarten level gathers information from the parents and the child, including information on what schools they may have chosen for their child to attend. The coordinator contacts the respective schools and agrees on the schedule of mutual visits and shares the dates of the kindergarten events.

The diagram below helps to illustrate not only who needs to be involved in the transition process, but also pathways for effective communication:



Kindergartens should develop individual transition plans for every child, describing what school the child will attend; when the child's first visit to school is scheduled; and what special conditions, if any, are needed for arranging the child's visit to school.

Families are key partners in the transition process and have an important role to play in any transition. Families are the most important people for children and play a crucial role in supporting children's learning and development, including their emotional wellbeing and resilience. Families are the basic source of information on the particular needs of their child, including any special needs. They must be welcomed and involved in the transition process at every stage.

Planning for transition is a process designed to support children and their families, as well as preschools, schools and teachers in order to establish strong, supportive and lasting relationships, as the following Section goes on to show.

# PLANNING FOR SMOOTH TRANSITION

Many questions can arise for parents, teachers and specialists who work with children, as they begin to think more carefully about their own transition arrangements and the development of individual transition plans. These might include:

- What should the kindergarten be doing to support children as they approach transition?
- What should the school be doing and what role they should play in arranging transition?
- What should the schools be doing to help children to settle in to school once they have started?
- How can families be welcomed and involved?
- What resources will the child need?
- How should the smooth transition of children with special needs be arranged?
- Will teachers need any additional training?
- What type of issues and additional arrangements should kindergartens initiate, to support the social and emotional transition of children to school?

Effective transition planning can help to answer many of the above questions. Planning can help to ensure that schools, families, and children feel well supported with a smooth transition, with clearly allocated responsibilities and documented steps for all to carefully follow. An exemplar Transition Plan for Schools, and a Transition Checklist are available in the Appendices of this Guidance and have been successfully piloted in the Armenian context.

The following points help to outline the planning process in brief:

- Transition planning should begin at least six months before the child starts school
- An activity plan should be designed to support smooth transition including a schedule of activities which will enable all children to participate (see page 47)
- Individual Transition Plan should be developed for each child (see page 57)
- The school should receive relevant information at least three months before the start date.
- The staff of the kindergarten should initiate a planning meeting with the school selected by parents in order to discuss the special needs of the child and any required adaptations or support required
- The kindergarten should share with the school key information relating to the special needs of the child.
- The school should assign a key person responsible for all communication with kindergarten
- The Transition plan should include details of visits by parent and by the child to the school to meet school staff, and staff visits to kindergarten to meet the child in his/her regular environment.
- School staff should receive any appropriate training required before child starts school.
- The school should assign a Buddy from the upper classes and buddies should undergo a 'Buddy Training' (see page 51)
- A post placement review will take place no later than 3 months following starting school. This review can be initiated by the kindergarten staff and helps to ensure the ongoing process of collaboration and partnership working.



**Where planning for the transition of a child with special needs is taking place, there are additional considerations which must be taken into account in order to ensure that the transition is a good experience for the family, the child and the receiving school.**

The transition of children with special needs and disabilities is arranged using the same principals and the same approaches as those used for children without special needs. This follows the important principle that what works for children with special needs, works for all children.

However, considering the specific needs of children is essential in planning for a smooth transition and requires additional thought and care in the planning process. Special attention may be required for a range of reasons such as a disability or learning need, but also including children from a vulnerable background, those who face some economic hardship or psychological stress due to death or illness of a parent, divorce or family separation or face some form of domestic abuse, as well as children who are not native speakers of Armenian. Schools need to be aware of such factors and must initiate additional steps where required in order to be ready to welcome children and families and to ensure their smooth transition into a new setting.

Kindergartens can develop individual development and learning plans (IDLDP) for children, and as a result of these plans, the special educator or psychologist from kindergarten can put in place additional individual activities to support the child's development, adaptation to the environment and other support, in consultation with parents and with the child him/herself. The individual development and learning plans of children with additional needs contain detailed information on activities implemented for and with the child to prepare the child for school, as well as for informing the schools and making them ready to adapt the school environment to welcome children.

Regional Pedagogical-psychological support centers, where available, community child developmental and rehabilitation centers, and other specialists who provide individual services to children resulting from a parent's own initiative, can help kindergartens and schools to develop the child's individual transition plans where appropriate and can support implementation of the required actions.





To arrange for the smooth transition of children with special needs it is of course crucial to have the active participation of parents in the transition plan development, its implementation and monitoring. With parents support the ITPs include information about special medical support the child may need at school, for example in cases of diabetes, asthma, allergy, epilepsy and other health conditions and also in relation to any special environmental arrangements, such as lighting, noise, loud voices, or ramps. Use of sign language, bigger letters, symbols, slower speech, frequent breaks can also be discussed and shared approaches found.

The individual approaches devised for the child by special educators and additional specialists are detailed in the Individual Development and Learning Plan of the child, together with information on strengths and weaknesses of the child and are transferred to school. If a child requires more frequent visits to schools to adapt to school environment, the details of this need to be outlined in the Individual Transition Plan of the child and agreed with the school and parents.

**Equally important, is to take in to account arranging smooth transitions of children from families to school, as many children may not attend kindergarten, particularly those with special needs, and are therefore starting school without this experience.**

The guiding principles remain the same if the child is moving to school from the family setting without being enrolled in a kindergarten. The schools should aim to offer the same positive transition experiences. However, in such cases the role and participation of parents in the transition arrangements is even more significant and must be thoughtfully taken into account.

Schools should be using their initiative in these situations. The transition coordinator from the school or the social pedagogue should collect information on pre-school aged children who do not attend kindergarten from community polyclinics or child development and rehabilitation centers. Regional Pedagogical-psychological support centers may also be a source of information about community pre-school aged children with special needs who do not attend to kindergartens.

Schools can organise an 'open door' day, inviting community pre-school aged children and their families to visit the school and get acquainted with the school environment; they can organize summer events or Sunday schools, involving pre-school children in different activities, cultural or sport events which should also be open to families and older or younger siblings.

As discussed, effective communication with parents and carers is crucial in ensuring a smooth transition; children may be more likely to disclose their concerns or worries about starting school at home. Staff and parent relationships need to be positive to ensure that this information is shared in order that the appropriate support is offered. Ideally both parents where possible should be involved in any planning as parents have a wealth of knowledge that professionals can draw on. School specialists can arrange home visits and get acquainted with any environmental adjustments the children may need at school, and they can observe children in their home environment and suggest parents provide examples or portfolios of children's work to bring to the start of school on September 1st.

*We paid a home visit on 6th of May, with prior agreement from the parents regarding the date and time of the visit. We learned about the capacities of the child as well as about the child's health issues which may need special attention and care at school.*

*The child was excited to meet her future teacher and to share some seeds she has sown which had already grown. The child appears self-contained, but loves music, helping in the kitchen, a "House-to-Tiger" game, watching cartoons and especially her favorite one "Lost Dream". (extract from the school 175 report)*



School specialists can develop and implement an individual transition plan for children jointly with their parents when making the home visit and can begin to familiarise the child and family with the school environment. They might invite children to school to participate in first grade graduation events, arrange tours within the school, and acquaint parents and children with the school building, including classrooms, the sport hall, changing rooms, toilets, the school event hall and the canteen.

## WHAT TOOLS CAN SUPPORT EFFECTIVE TRANSITIONS?

A range of helpful tools have been developed to support effective transitions, stemming from a growing recognition that transitions cannot just be left to chance and need to be well planned for, as smooth as possible for the wellbeing of the child and facilitated by relevant information and excellent communication systems.

Four key tools are outlined below: an Individual Transition Portfolio; a Communication Passport; a Timetable for Transition and a Going to School Booklet. Examples of the latter three can be found within the Appendices of this Guidance.

**Individual Transition Portfolios:** The child's individual transition portfolio, which kindergartens provide to schools are attractively designed folders containing interesting and relevant information. Every kindergarten can develop and design these according to their own preferences, considering the individual views and wishes of the child and selected content. Individual portfolios may contain the following content:

- Photos of the child playing and learning
- Individual transition plan, where the special conditions and support needed for a child for school visit or at school are detailed
- Child's self-assessment checklist
- Child's development and education State Standards checklist,
- Short description of a child developed by the group master:
  - Likes and dislikes,
  - Strengths and weaknesses,
  - What activities the child likes to participate in
  - Psychological tests,
  - Description of cognitive abilities
- Child's art works on following topics (these should be few and illustrate the child's development):
  - My family,
  - My kindergarten,
  - My garden
  - My School
  - My Playground

- Statement of registration
- Individual support plan
- Medical form including recommendations and conclusions of specialists who work with the child at the kindergarten
- Information on family.



The photos of a child included in the portfolio should capture an interesting stage or moment in the child's development and learning: for example, the first attempts to use scissors; tying shoelaces; making a toy; helping a friend; singing a song or dancing. It is important that the photos show gradual development of a child rather than just capturing a scene from some event. Every photo should tell a story for the teacher about the child, serving as a valuable source of information which can be shared

By the end of the academic year the kindergarten hands the individual transition portfolio to parents for submission to school. Parents may wish to add to the Portfolio, for example with a few artworks or other interesting creations by child during the summer holidays.

If kindergartens are connected with the schools through the Schools Management Information System, it is possible that the kindergartens will submit the child's transition portfolios to school on-line, passing the paper copy to parents to keep.

The school in turn may continue to add to the individual transition package of the child with the child's artworks and other activities, descriptions of the child's achievement and photos, which schools can pass to parents at the end of the first six-month term at school, as a brief record of the child's development thus far.

In order to see examples of completed Portfolios, schools can liaise with their partner kindergarten.

### ▲ **Communication Passport**

A Communication Passport is a way of supporting a child with special needs, in particular, children with communication difficulties, across transitions. The passport draws together complex information including the child's own views, as far as possible and puts these into a clear, positive and accessible format.

Communication Passports are a practical and person-centred way of supporting children, (and young people and adults) who cannot easily communicate. Passports are a way of pulling complex information together and presenting it in an easy-to-follow format. Passports aim to:

- Present the child positively as an individual, not as a set of 'problems' or disabilities
- Provide a place for the child's own views and preferences to be recorded and shared
- Reflect the child's unique character and sense of humour
- Describe the child's most effective means of communication and how others can best communicate with, and support the child
- Draw together information from past and present, and from different contexts, to help others to understand the child and to have successful interactions
- Place equal value on the views of all who know the child well, as well as the views of any specialist professionals.

The advantage of Passports is that they are highly personal, easy to read, useful and informative and can be fun. (Based on information from the University of Edinburgh Communication Passports <http://www.communicationpassports.org.uk/Home/>).

An example of a Passport is included on page 60 and contains the following Guidelines for completion. It is essential to always include the copyright statement at the end of the document in any printed version you use:

- The left side of the pages of the Passport are ready for you to fill in. You can print out the passport in the Appendix and fill it in by hand or complete it on line.
- On the right side of the pages of the Passport there are some helpful hints and suggestions. You can remove these before you present the finished product.
- Gather information from home, other professionals and the child.
- Review the passport regularly and update whenever something changes.
- Remember to record the date and version number whenever you update a page.
- If you run out of space on any of the pages you can slot in an additional information form.

### ▲ **Timetable for Transition**

A Timetable for Transition helps kindergartens and schools to have very strong plans in place, to be clear what needs to happen, when it needs to happen and who is responsible at particular times within the school and kindergarten year. On page 47 an example of a Timetable can be seen. It should contain key information relating to:

- Key members of staff involved in the transition process - school and kindergarten and any specialists



- Key events that schools and kindergartens may invite families and children to
- Joint visits between kindergarten and school
- Key information that needs to be shared, by whom and when
- Monitoring and evaluating the transition process

An example of a completed Transition Plan can also be seen in the Appendices, on page 55 illustrating some of the joint efforts of both the school and the kindergarten. As indicated before, there is no single correct way of planning the Timetable for Transition. This will very much depend upon the needs of children, families and the community and the individual context of the school and Timetables may well change from year to year. Developing a Transition Timetable is an opportunity to be creative and to try out new ways of working in consultation with children and families in order to make transition the best process that it possibly can be.

### ▲ **Going to School Booklet**

A Going to School Booklet is a very helpful source of information for the child as well as for parents, which can assist in the preparation for starting school. Because the Booklet is largely pictorial, it can serve as a useful visual prompt for the child, and offers reassurance and the opportunity to talk about starting school and what to expect. The Booklet can be used alongside pictures and storybooks about starting school, all aimed at helping the child to feel comfortable about the change.



An example of a Going to School Booklet can be seen on page 71. The Booklet should contain key information, including photographs and drawings, detailing:

- The days and times the child will go to school
- The other children who will go and new friends they might make
- The class the child will be in and the name of their teacher
- Where they will hang their coat, keep their school bag, eat their lunch and go to the toilet
- Where they can play outside
- The new things they might learn
- Some ideas of how they might behave, for example, listening carefully
- Who they might share the fun they have had at school with – a parent, family members, an older sibling, or a grandparent.

Schools can continue to develop their Going to School Booklets by asking parents and children for feedback. They can also ask older children or Buddies to write the Booklet, based on their own experiences of starting school and what they think new children would like to know about. Schools can use this information to make their Booklets even better.



# EVALUATING TRANSITION: HOW EFFECTIVE ARE WE?

It is highly important with any new process to ensure that there are effective ways of evaluating and monitoring just how effective the process is. Best practice examples provide us with some possible indicators to monitor and evaluate smooth transitions and these can be very helpful in examining how well transition practices are working for all concerned.

The following 15 outcomes and the list of indicators of a positive start to school for children, families and educators may support measuring the effectiveness of transitions within the Armenia context.

## 15 outcomes and a list of indicators of a positive start to school for children, families and educators

	OUTCOMES OF SMOOTH TRANSITION	INDICATORS OF SMOOTH TRANSITION
For children		
1.	Children feel safe, secure and supported within the school environment	<ul style="list-style-type: none"><li>• Children are /or learning to separate easily from parent / caregiver</li><li>• Children attend and participate in school</li><li>• Children demonstrate knowledge of or are learning at their own pace, about routines which are important to them, key people and becoming comfortable with the school environment.</li><li>• Children make or are starting to have and make friends.</li><li>• Children seek out assistance when needed.</li><li>• Children are actively involved and included in classroom activities and discussions.</li><li>• Children explore and try new things with or without support depending upon needs.</li><li>• Children confidently communicate in the range of ways most suited to them with educators and peers</li></ul>
2.	Children display social and emotional resilience within the school environment	
3.	Children feel a sense of belonging to the school community	
4.	Children experience continuity of learning	
5.	Children have a positive relationship with the educators and other children	
6.	Children feel positive about themselves as learners	
7.	Children display dispositions for learning.	
For Parents		
8.	Parents have access to information related to transition to school in a form convenient to them	<ul style="list-style-type: none"><li>• Parents feel free to pass on information about their child / family habits and culture</li><li>• Families receive accessible information about their child</li><li>• Schools have communicated with all parents of school starters prior to school commencing.</li><li>• Parents of newcomers engage with other parents at school.</li><li>• Parents participate in school activities</li><li>• Educators have built positive relationships with the children and families (they know the families and children well).</li></ul>
9.	Parents are involved with the school	
10.	Parents are partners in their child's learning	
11.	Relationships between families and the school are reciprocal and responsive	

	OUTCOMES OF SMOOTH TRANSITION	INDICATORS OF SMOOTH TRANSITION
<b>For schools</b>		
12.	Educators provide continuity of learning for children	<ul style="list-style-type: none"> <li>Information about children's learning and development is shared prior to entry to school</li> <li>Educators have knowledge of individual children's requirements and have tailored transition activities to these requirements.</li> <li>Educators have a respectful relationship with parents where knowledge about the children is actively sought and shared.</li> <li>Schools have communicated with all families of school starters before school starts including home visits where appropriate</li> <li>Local Transition Networks and Partnerships are established and developed.</li> <li>Early childhood and school educators and families continue to liaise after children have started school.</li> <li>School and early childhood educators have a respectful relationship with each other where knowledge about the children and practice is shared.</li> </ul>
13.	Educators are prepared, and confident that they can plan appropriately for the children starting school.	
14.	Educators view families as partners in their child's learning and provide opportunities for family involvement.	
15.	Relationships between early childhood educators and school educators are reciprocal and responsive.	

These indicators can all be used to gain an overall impression of just how effective a setting's transition processes are and where further work may need to take place. It is valuable to discuss the findings of these with key partners, including parents, in order to plan for next steps in the development of transition processes.







## CONCLUDING COMMENTS

The development of this Guidance was an important process, and one which required time. This process involved studying international best practice, close collaboration with international experts, establishing an internal, cross agency coordination group of experts, discussing possible approaches with partner preschool institutions and partner schools, seeking the views of parents and children and trying out various approaches in practice. During this period of time many fruitful ideas have been generated which have found their way into this final version of Armenia's Transition Guidance.

The team behind the development of the Guidance is confident that this new culture of supporting smooth and effective transition being implemented in the Armenian educational system will be welcomed as enthusiastically as it was by program partners. As this Guidance makes clear, smooth and effective transition of children between different stages of their education influences their ability to learn, the continuity of their learning and their further progress at school. Smooth transition of children with special needs to education and children with disabilities therefore requires even more rigorous planning and closer cooperation of parents with teachers and other specialists.

This Guidance hopes to encourage the close and transparent cooperation of all parties involved in transition: teachers, children, parents, specialists and other agencies involved with the child and family. This cooperation is believed to be a fundamental precondition of effective transition of the child from kindergarten to school. The recommendations and advice contained in this document emphasise the importance of relationships between teachers, schools and parents in order to promote a stress-free, well-supported entry of children to school. This in turn will build strong foundations for the future progress and achievement of every child.

As this Guidance begins to build upon and shape future practice, it is hoped that all those involved in working with children within educational settings become increasingly aware of important messages from international research regarding effective transition practices.

Added to this, are the current examples, and those yet to come, from our own Armenian context, from which we are able to develop, grow and ensure that every child's experience of transition is both smooth and effective.



# TIMETABLE FOR SMOOTH TRANSITION OF CHILDREN FROM PRE-SCHOOL SETTING TO SCHOOL

*Initiated by pre-school institution:*

For Period from February to June

	End of January	February	March	April	May	June
Kindergarten assigns a staff member responsible for coordinating the transition process: chief pedagogue or Methodologist						
School assigns a staff member for coordinating the transition process: class-teacher, or assistant to teacher						
The transition coordinator finds out from parents which school they have selected for their children. <ul style="list-style-type: none"> <li>The Chief Pedagogue holds a parental meeting with the participation of pre-school age group's teachers and members of multidisciplinary team.</li> </ul>						
The chief pedagogue or Methodologist drafts the transition plans and action plan with pedagogues of pre-school groups, and initiate its implementation						
The chief pedagogue or Methodologist arranges meetings with representatives of all schools to agree upon the mutual visits schedule and dates of joint events. <ul style="list-style-type: none"> <li>In January for instance the two parties can celebrate international "Thank You" Day with aim of sharing values among children:</li> </ul>						
Representatives of schools visit the kindergarten to participate at an event planned for that month. Children can participate in the "Book Event" –kindergarten children and primary class children may gift each other books;kindergarten and school teachers may read some pieces from few books.						
First meeting with schools is arranged jointly with parents: theatrical performances may be organized at schools, for instance dedicated to Tumanyan's Day/Book Day (February 19) including presenting books to children, reading favorite books, orientation tour within the school; children may be distributed between First grade classes and jointly arrange teaching games; schools can give Going to School booklets about the school to children.						
<b>Arrange Spring events at kindergartens and invite schools' representative for Mothers' Day or Spring Day</b>						
<b>Arrange joint event dedicated to Mother's Day</b> <b>Children may be offered to draw pictures of spring flowers</b>						

	End of January	February	March	April	May	June
In cooperation with health specialists of community polyclinics schools identify children who did not attend kindergarten but will be attending school and contact their parents.						
Schools arrange home visits, learn about the specific needs and preferences of children including what are favorite games, important people in their life, music and collect information on child's health (allergy, fears, other issues that may require special attention from schools)						
<p>Arrange team work with parents, establish close contacts between parents-children, multidisciplinary team, including psychologist, special educator, speech-therapist; social-pedagogue; class teacher; kindergarten teacher and nurse;</p> <ul style="list-style-type: none"> <li>• Agree upon child's individual transition plan</li> <li>• Arrange individual meetings with parents, present positive examples of children and their abilities and any development needs</li> </ul>						
<p>Arrange joint excursions, for instance to Botanical Garden, or arrange joint community games.</p> <ul style="list-style-type: none"> <li>• For instance on Museums Day pre-school age children can visit some museum and then draw their impressions.</li> </ul>						
School teachers participate at the graduation event at kindergartens; Class teachers are suggesting children prepare summer boxes during the holidays if they wish to, to bring with them to school on 1st of September.						
<p>Repeat meetings as required through individual discussions, group discussions, professional observations, or round-table discussions to exchange information about children.</p> <ul style="list-style-type: none"> <li>• Family digest: family members can be invited for participation in small competitions or competing games;</li> <li>• Trust phone;</li> <li>• Open Doord Day – parents can participate at every part of daily routine at kindergarten.</li> </ul>						
Meeting of specialists with parents, clarifications on actions needed based on the full package of child's observation results.						

From August to November

	August	September	October	November
School's multidisciplinary team meeting with class teachers and teachers' assistants to clarify actions regarding new students				
<p>Contacting parents to arrange discussions with class teachers, teachers' assistants and multidisciplinary team</p> <p>Possible topics for meetings:</p> <ul style="list-style-type: none"> <li>• What is your school, your class look like?</li> <li>• Is your child happy to go to school?</li> <li>• Are you happy with your head teacher work?</li> <li>• Are you interested in meeting with members of multidisciplinary team, and if so what are you most interested in learning about?</li> <li>• How do you feel about the school approach toward your child?</li> </ul>				
<p>Welcoming event for first class students: a ceremony is arranged in the school yard, children enter the school with their class teachers and bring with them their summer boxes (if this an agreed activity)</p> <p>Buddies are getted introduced to children (if this an agreed system in place)</p> <ul style="list-style-type: none"> <li>• new children mightlike to share an item from their summer boxes and tell its story to the teacher or to the class, <b>but some children may not enjoy this so it must be optional.</b></li> </ul>				
<p>Meeting of class teachers with parents to discuss daily issues and child's progress, support of parents for developing child's individual education plan.</p> <p>Arrange the meeting on following topics:</p> <ul style="list-style-type: none"> <li>• What did we know about the child before starting school?</li> <li>• How to assess if the transition was smooth for your child? <b>Use the Evaluation Form</b></li> </ul>				
Visit of kindergarten team to school and monitoring of child's progress keeping continues contact between school and kindergarten				

# EXAMPLE OF TRANSITION EVENTS IMPLEMENTED BY A SCHOOL AND KINDERGARTEN

## Extracts from the partners reports

### January:

- On January 15 Deputy Director and pedagogues from kindergarten Number 151 and Multidisciplinary team members of the school Number 125 met to discuss the activities needed to include in the transition plan and approaches of joint work and agree on timetable of activities.
- The first activity we conducted on January 30th of 2017 when first grade students of school number 20 took part at the event dedicated to the 25th Anniversary of Army at kindergarten number 15.

### February:

- On February 3 the director of the kindergarten invited parents of the pre-school groups to a meeting to present the transition plan and explain the purpose of the smooth transition project. All parents welcomed the initiative and raised different questions, which were answered by the director (Kindergarten 101 and School 135)
- Teaching staff of the secondary school number 175 met with the colleagues from the pre-school to develop jointly the transition plan, which covered activities for 6 months before children go to school. We start implementation of the transition plan from February with mutual visits.
- From February 20 the teachers of the pre-school group collected information from parents what school they are planning to take their children to. (Kindergarten No 42 and School No 100).
- February 17th: 40 children from kindergarten visited school No 100 to take part at the Book event. During the visit children get acquainted with school building, premisses, classrooms, library, met with their future teachers and watch a theatrical performances arranged by students of second grades. (kindergarten No 42 and School No 100).
- We invited parents meeting and explain the new initiative of the kindergarten. The multidisciplinary team members of the school No 150 were also participating who presented their school. Majority of parents were planning to take their children to this school and thus we agreed jointly how we will start transition plan development. Children from kindergarten were invited to school to take part at the school event and get acquainted with the school together with their parents and teachers. Next meeting was conducted at the kindergarten when the school specialists get acquainted of the kindergarten work with children and especially with the work conducted with children with special needs. Professional discussions revealed strengths and weaknesses of approaches, this was very productive exchange of experience (kindergarten No 109 and school No 150).
- On the Books Event Day jointly with students of the pre-school the teachers visited the school and presented books to school children. School children have also prepared presents for the kindergarten guests – they presented a theatrical performance on “Cat and dog” which children from kindergarten enjoyed very much. Kindergarten students were very excited with this visit (Olympus Education Center)





## March:

- On March 3, the kindergarten staff organized a talk on the topic "What are the differences and similarities between kindergarten and school" with the children of the senior group, after which the children reflected on their impressions of school through pictures. The kindergarten staff put together a poster with the title "Knowledge hub: we at school" with the photos of the school visit. (Kindergarten number 42 and school number 100)
- On March 17, by preschool teacher's initiative, an event was organized with the topic "Spring and motherhood", to which the future school teacher was invited. She was not only watching the event, but also observing and studying the children, getting acquainted to their speech and communication skills.
- On March 2, the director and deputy director of kindergarten number 151, as well as coordinator of school number 125 jointly developed a timeline in order to organize future events in a coordinated efforts. The timeline was displayed on the board for the parents of senior group children.
- Mutual visits between the school and the kindergarten were organized, which aimed to make observations, paying attention to children's imagination and creativity. We also visited the kindergarten, where we took part in the event dedicated to Motherhood and Beauty Day. Afterwards, we organized a reception, at school, where the children have chance to communicate, have dialogue and continue getting acquainted with their future teacher. After the visit, teachers and parents had a meeting in the school, where they discussed how the children accepted their teacher, proposed new activities in order to make the Smooth transition more effective. During the school visit, children get acquainted with the school, the classrooms, the teachers, the school uniform, the bags and stationery as well as took part in classes. (kindergarten number 109 and school number 150)



## April:

- Since April 22, the "summer school" initiative has begun in the school, within the framework of which, children of upper preschool age starting school in September 2017, will visit the school from 11:00 until 13:00 every Saturday and Sunday in a special prepared classroom. Every day, one head teacher and one member of the multidisciplinary team is present at the meeting. During this timeframe, fairy-tales are read, cartoons are watched, moving games and dances are organized. (kindergarten number 42 and school number 100)
- We established parent-school contact, showing that families must necessarily be involved in the school life. Parents must be sure that their children will be secure and in safe hands, and most importantly, the child must easily separate from the parent. Preschool children's parents had a small talk with the future teacher, interacted more closely and got acquainted. This event enabled a more welcoming environment. (educational complex number 175)
- On April 20, a seminar-training was organized for parents of the senior group of kindergarten number 151, at which the deputy directors and multidisciplinary team members of primary school number 125 were present. The Deputy director of the kindergarten presented the purpose of the seminar, parents' concerns were raised through questions and answers, parents attached postets on the expectations tree, after which the coordinator of the school multidisciplinary team answered parents' questions and deputy director presented the school, implemented programs, novelties of the first year class program – inclusion of the English language, development of analytical thinking skills through fairy-tales, brochures on school were distributed.
- On April 26, an open lesson was organized by the primary school number 125 with the participation of students of



kindergarten number 151. The open lesson aimed to give the children insights on school, classrooms, the role of teachers as well as to see the readiness of children to school, their interests, capabilities and skills. The children were separated into groups of 10 and distributed between 6 classes, where each head teacher conducted the meeting in their own way, after which the children were given the opportunity to draw their impressions and take their works home with them.

## **May:**

- May 4 became a special day for kindergarten students, school students played a musical performance of Hovhannes Tumanyan's "The end of evil", and their head teacher talked to the children, making the image of the head teacher more talkative. The next event took place at school number 20, where our students and parents visited. Parents were introduced to the conditions and facilities of the school, its advantages were discussed. The teachers tried to involve children in the entire course. The children were very impressed, but that was not the end of the day, because another activity was awaiting the children – outside games. First year school students and kindergarten students, together with teachers and students of the pedagogical university played numerous outside games at the school yard – "Cat and mouse", "napkin", "tag" etc. After all of this, they were photographed together and concluded the day on a positive note.
- On May 31, an integrated lesson focused on speech development with the topic "I will go to school" was organized. The educator read the poem "I will go to school too" written by F. Kirakosyan, after which it was discussed and concluded with questions. Afterwards, the children played a game-competition "The brainiest soon-to-be first-grader". Children were quite active, replied to all questions. The questions were quite multifaceted, the children were able to answer quickly and guess which authors do the given works belong to. The head teacher was also present at the lesson. Besides noting significant growth and change within the children, she formed an opinion of who will be admitted to first grade soon and what approaches are needed to work with each of them.
- May 17 – a joint year-end event involving preschool and first-grade students was organized at preschool. The first-graders passed the torch of knowledge to the soon-to-be preschool graduates, and the latter bid farewell to their preschool.

## **June:**

- On June 22, an event with the title "Farewell to the preschool" took place in the preschool of secondary school number 175 in the presence of guests and teachers. After the event, the children visited their classroom as full-fledged students and together with the head teacher they organized an entertaining game for 15-20 minutes as well as a theatrical performance. A pleasant and caring atmosphere was created.

**Parents involvement** – Parents involvement and support plays a big role in the implementation of the transition program. We work closely with parents and arranged close communication between parents-children-and – multidisciplinary team members: special educator, psychologist, speech therapist and social pedagogue.

"After each event, the communication between kindergarten and school grows stronger and reaches new levels, not only children have a chance to interact and get to know each other, but also pedagogical staff of both settings discuss important educational questions and find new, more efficient ways, and most importantly, share experience"

## **September-October**

### **"Open Doors" events**

All partner kindergartens and schools have organized joint events in their respective districts titled "Open Doors" Events, inviting community leaders, heads of community education divisions, representatives of their neighboring schools and kindergartens; parents and civil society representatives to share the results of Smooth Transition initiative. Some quotes below provide an overview of general impressions and feedback of participants.

**Head teacher of school number 150:** “I really noticed the difference between children who enter the school from partner kindergarten No 151 and other children. Smooth transition project supported children from Kindergarten N151 to feel themselves more comfortable at the school from the first day, they know me and communicate easily.”

**Mother of two** – “When I compare the transition of my children I can say that this time the transition to school was undoubtedly more effective compared to transition of my older child who is studying on the 5th grade now: 5 years ago the transition to school was very stressful for my child, it takes so long before he get used to school environment, while this time, thanks to Smooth transition project, my child entered the school without any difficulties, feels himself very confident and comfortable from the first day, thank you for this important initiative!”

**First Grade teacher from school number 20:** “Our mutual visits during the spring time, supported me to get acquainted with my future students. Meeting with parents prior to children's entry to school helped me to collect very valuable information individually for all children and build my lesson plan considering the peculiarities of all my students. In addition I can state from my experience that this year the transition of children to school was very easy and smooth, thanks to the project”.

**First Grade teacher from school 135:** “The impact of smooth transition is very significant: I can state this seeing in practice how easily first grade students get acquainted with school environment, adopted to lesson process and to teachers. This is great success!”

**5th grade Head teacher from school number 150:** “I learn from my colleagues at school about smooth transition project for first grade students, and I thought the approach can be very useful for students who finish primary classes and enter middle school. So I also started my visits to my future class students of 4th grade, conducted lesson observations and also spent time with discussions with them and this helped us to have very smooth transition: they are used to me, I am used to them, I know their individual strengths and weaknesses, their capacities and skills and build classes accordingly”.



**Head Teacher from Olympos School:** “The Open Doors Event gives me an opportunity to summarize all the work we have done during the year: I was convinced and convinced the audience why we have initiated this activity and what we gain at the end of every our step. Now we all know that Smooth transition is a process, well planned sequence of important steps that help all children to have stressless transition to school. While at school it is much easier to work with these children compared to those who had not the chance to be part of smooth transition project. I see that all

participants were satisfied with the work we have done. I personally, learn myself better, recognize my strengths and abilities being part of this initiative.”

**Mother from Olympos School:** – “I have heard a lot about Smooth Transition, but I did not imagine what it is about, but during the “Open Doors Event” everything became clear to me. The activities of smooth transition were presented very literally, the teachers were complementing each other, which was very pleasing to those present. I myself, as a parent, like this initiative very much, because we all want our children to have less stress as possible and attend school with pleasure. We, as a parents, are also worried about transition stage.”

More details on activities carried out by the partner schools and kindergartens can be viewed also from the project's Facebook page <https://www.facebook.com/groups/408877642816582/>

# INDIVIDUAL TRANSITION PLAN TEMPLATE

<b>Transition Plan for:</b>	<b>[Name, Date of Birth, contact details]</b>
<b>Name of kindergarten:</b>	
<b>Name of school:</b>	
<b>Kindergarten main contact:</b>	
<b>Primary school main contact:</b>	

## Information filled out by kindergarten

<b>Dates of transition meetings with parents and staff:</b>						
<b>People to attend transition meetings:</b>	<b>Name and Title</b>					
<b>Dates and time of visits to kindergarten by Teachers:</b>						
<b>Dates of visits to school by kindergarten and child/children; parent and child:</b>						
<b>Dates of visits to school by child/children and parents;</b>						
<b>Support for visits (people / materials required):</b>						
<b>New support staff / team identified, as appropriate:</b>						
<b>Communication support needs:</b>						
<b>Social understanding/adaptation support needs:</b>						
<b>Any other support needs / agreed modifications to the Environment or other arrangements:</b>						
<b>Pupil Transition box 'Welcome Pack'</b>						
<b>Any other individual arrangements / modifications agreed:</b>						

# SUPPORTING EFFECTIVE TRANSITIONS CHECKLIST

Based on "All about Transitions: Practice Guidance for the Early Years Foundation Stage" (2008)

For all children, do you:	Evidence	How could it be improved?
1. Meet with senior management and all relevant staff well in advance to discuss and evaluate policies for transition and settling?		
2. Give special consideration to times of transition (for children, parents and staff) and ensure that staff have enough time to prepare? ( Manager)		
3. Organise and support a full home visiting programme as required?		
4. Allocate sufficient time for preparing staff/parents/children and for staff to access, read and share information?		
5. Plan a programme of formal visits and frequent informal drop-in sessions?		
6. Share transition plans with parents and children?		
7. Ensure opportunities for children to talk about how they would like to handle the move and incorporate their suggestions?		
8. Allow children time for the settling process, to stand and watch others until they are ready to join in , to keep their parent, carer or transitional object with them as long as the want?		
9. Use a staff member as a 'bridging person' who moves between the settings (eg from kindergarten to school for the first week? to support children with the transition?		
10. Respond sensitively to parents anxieties? Are you aware of why some parents are overanxious?		
11. Plan how to support and enable parents settling their children? Are there opportunities for them to meet and chat with other parents going through the same experience?		
12. A buddy system, where older children have been trained on how to support younger newcomers to their school?		
13. Have a Welcome Pack for the child to have over the summer holiday before starting school? If possible, does it include photos of important people and places in school?		
14. Have a review date to check how the transition has gone?		

## ESTABLISHING BUDDY SYSTEMS

Having a well established Buddy System is important in order to support smooth and effective transitions: if the schools decide to establish Buddy System they can try the following steps and procedures suggested by the international best practice.

Older pupils can volunteer to become buddies to younger pupils and those with additional support needs and support them to overcome small difficulties or challenges faced during the first days of schooling. Anyone who is interested can become involved. There is no selection process but potential buddies must attend the training.

Training can take place at the start of the school session – end of August or early days of September, after school or at any other time of the day that is convenient for instance during the class master's class hours.

The aim is to get the young people to identify that people with additional support needs are not separate from them, do not meet a stereotypical list of behaviours and are diverse and unique in personality. During the trainings try to get the buddies to view things from an alternative perspective and to try to understand different thinking.

Buddies learn about the difficulties children with additional support needs may encounter. Learning to see situations, for example, from an autistic perspective, helps buddies understand how they can help.

It is important that buddies are aware of the need for sensitivity and confidentiality. Developing trust especially with young people who experience a lack of connection with others or have been bullied is essential to being a good support.

The more children who learn about special needs and about supporting each other, the better! Buddies will bring greater awareness and understanding to wherever they go after they leave school

After buddies have completed training, they are able to support transitions of first grade pupils, they can help with socialising, can help at break time and lunchtime. Buddies are role models and can model age appropriate behaviour. Buddies are invaluable in fostering an ethos of belonging to the wider school. Buddies benefit through their experience and can include this in job applications, references.

To prepare volunteers for Buddying the schools may identify the member of staff or a member from the student council who will have responsibility for supporting the peer buddies and agree when and how they will be given time for this role. The coordinator will then decide which group of children will be targeted to recruit buddies from and how many will be trained - care needs to be taken that there is a good gender and ethnicity mix. Prior to the training, the coordinator may talk to the children about peer buddying, including a discussion about what buddying is, what expectations and commitments there will be. The trainer should also describe some of the skills and qualities that buddies need explaining that the training will help them to develop these attributes.

At the end of the training the coordinator may develop a plan on how the Buddy scheme will be run in partnership with the children involved and will draw up a duty rota (weekly/fortnightly list of when particular children will take on their buddying responsibility) with the children. Buddies should share the scheme with the other children during a whole school meeting

Some schools display photographs of buddies, while some schools give Buddies a badge or a sweatshirt to wear.

A meeting should be scheduled with the buddies to review how the initial period has gone and to make any necessary amendments.

The buddies are provided with their "job descriptions" and contract-agreement is signed.



## Buddy 'Job description'

**Title:** Buddy for New Arrivals

**Hours:** School day, including class, play and lunchtime

**What you need to know:**

- School and Class rules
- Timetable and routines
- How to encourage & set a good example
- Playground games & how to start them with a group
- How to spot children that are alone, and encourage them to be friends with their class mates
- How to watch out for bullying and report it to the right adult
- How to talk sensibly to adults in school if you need to.

**It would be great if:**

- You have moved schools recently so that you know how it feels to be new
- Plan to change your class or school to understand how transition is happening.

**As a person, you need to be:**

- Proud of your school
- Friendly
- Patient and sensible
- A good listener

## Buddy Contract

**When I am looking after New Arrivals I will:**

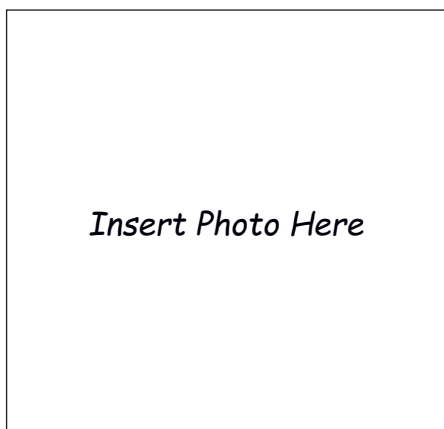
1. Be their friend and guide them around school until they can find the important places by themselves.
2. Ask them about themselves and about what they like doing
3. Ask them about their old school's class and school rules and then tell them which of our rules are the same and which are different, so that they don't get into trouble.
4. Look after them in the classroom so that they know about the timetable.
5. Look out for them in group work so that they don't feel lonely
6. Help them to talk to our school adults
7. Support them in the playground and introduce them to other children, including them in games.
8. Check with them on a regular basis to see that they are settling into our school.

# CHILD COMMUNICATION PASSPORT

## Guidelines for filling in this passport

- The left side of the pages below are ready for you to fill in. You can print this passport out and fill it in by hand or complete it on line.
- On the right side of the pages below there are some helpful hints and suggestions. Cut these off before you present the finished product.
- Gather information from home, other professionals and the child.
- Review the passport regularly and update whenever something changes.
- Remember to record the date and version number whenever you update a page.
- If you run out of space on any of the pages you can slot in one of the additional information forms at the end of this booklet.
- Always include the copyright statement at the end of this document in any printed version you give to a client.

My name is



Please read this book it will  
help you to understand me!



Date \_\_\_\_\_ Version \_\_\_\_\_

## Page Index

- All about me
- Important! Things you need to know
- People I live with
- Other special people
- Things that are important to my family
- My friends
- People who help me
- Things I like
- Things I don't like
- How you can help me
- Things I'm working on
- How I communicate
- Communicating with me
- Things you need to know
- Safety issues

Date \_\_\_\_\_ Version \_\_\_\_\_

## All about me!



Name



DOB



Address



Telephone

*This is a very important page!*

Date \_\_\_\_\_ Version \_\_\_\_\_



People I live with .....

Name  Relationship

Name  Relationship

Name  Relationship

Name  Relationship

Name  Relationship



My pets .....

Name  Relationship

Name  Relationship

Date \_\_\_\_\_ Version \_\_\_\_\_



*You need to know*

*This is another very important page!*

Date \_\_\_\_\_ Version \_\_\_\_\_



Other special people in my life...

Name  Relationship

Name  Relationship

Name  Relationship

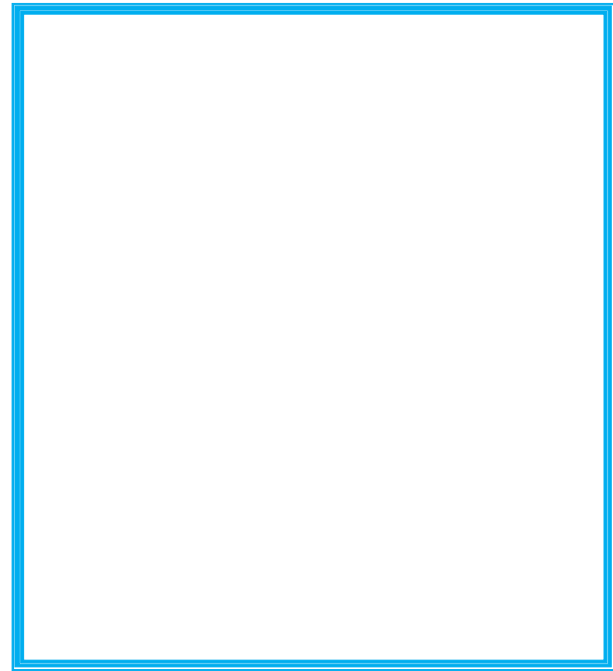
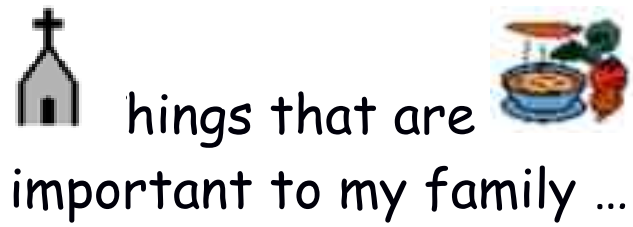
Name  Relationship

Name  Relationship

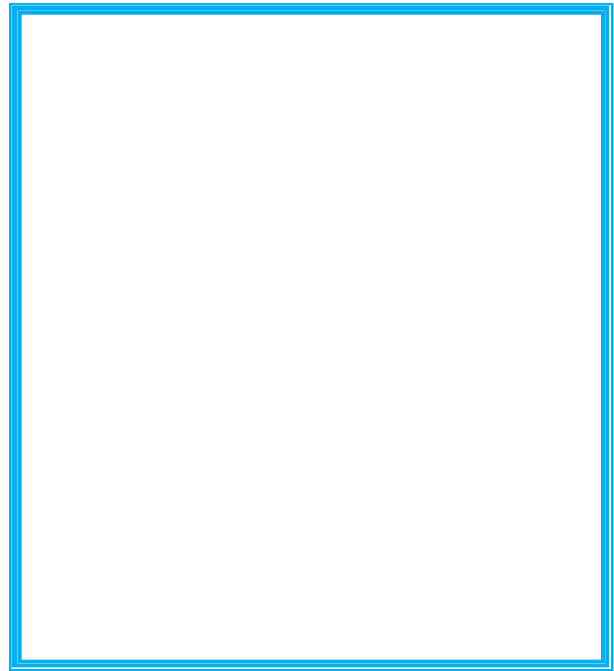
Name  Relationship

Name  Relationship

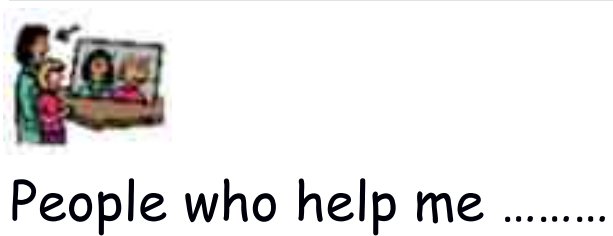
Date \_\_\_\_\_ Version \_\_\_\_\_



Date \_\_\_\_\_ Version \_\_\_\_\_



Date \_\_\_\_\_ Version \_\_\_\_\_



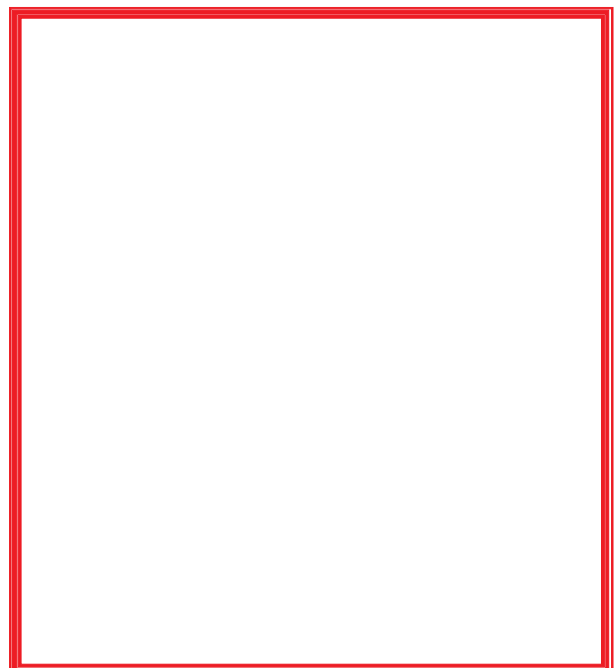
People who help me .....

[illegible]

Date \_\_\_\_\_ Version \_\_\_\_\_



Things I like .....



Date \_\_\_\_\_ Version \_\_\_\_\_



*I can't stand it!*

So don't say you haven't  
been warned....

Date \_\_\_\_\_ Version \_\_\_\_\_



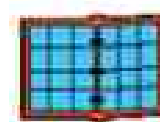
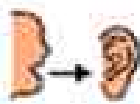
How can you help  
me to be the best I can be?

Date \_\_\_\_\_ Version \_\_\_\_\_



Things I am working on ...

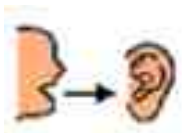
Date \_\_\_\_\_ Version \_\_\_\_\_



How I communicate...

Date \_\_\_\_\_ Version \_\_\_\_\_





## Communicating with me...

Date \_\_\_\_\_ Version \_\_\_\_\_



## Things you need to know!

Date \_\_\_\_\_ Version \_\_\_\_\_



## Safety issues .....

Date \_\_\_\_\_ Version \_\_\_\_\_

## Additional Information

Date \_\_\_\_\_ Version \_\_\_\_\_

# COPYRIGHT

This passport was adapted for use by  
The Visiting Teaching and Support Service  
City of Edinburgh Council  
Children & Families Department  
from suggestions in  
Call Centre's Personal Communication Passports  
*Guidelines for Good Practice* by Sally Millar©2003

**The symbols used in this passport are copyright of  
Picture Communication Symbols  
©1981-2002 Mayer-Johnston Inc.**

Produced using **Boardmaker** published by  
**Mayer-Johnston Inc.**  
**PO box 1579 Solana Beach CA 92075**  
<http://www.mayerjohnston.com>

*A licence for **Boardmaker** software entitles you  
to use **picture communication symbols**.*

*The above copyright statement must be on  
any printed copy of the passport that uses  
these symbols.*

*If you do not have a **Boardmaker** software  
licence you must delete the picture  
communication symbols and use graphics of  
your own.*

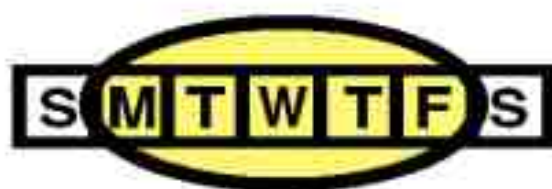
# Going to School



I will be in primary 1 and my  
teacher will be called -----



I will usually go to school on  
Mondays, Tuesdays,  
Wednesdays,  
Thursdays and Fridays.



I will have a peg to hang my  
coat on. It will probably have  
my name on it.



There are lots of children at school.

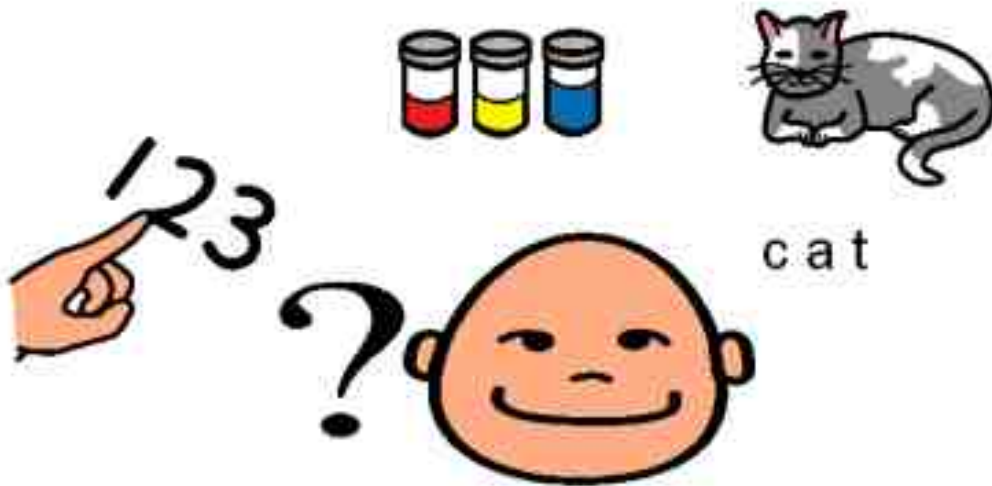


Going to school can be fun.  
I might make some new friends.





Going to school can be fun. I will probably learn lots of new things.



I will probably learn to read.



I will probably learn to write.



I will probably learn to work with numbers.

$$\left( \begin{array}{r} +\frac{2}{3} \\ \hline 5 \end{array} \quad -\frac{3}{2} \right)$$

At school it is important to do...



good looking

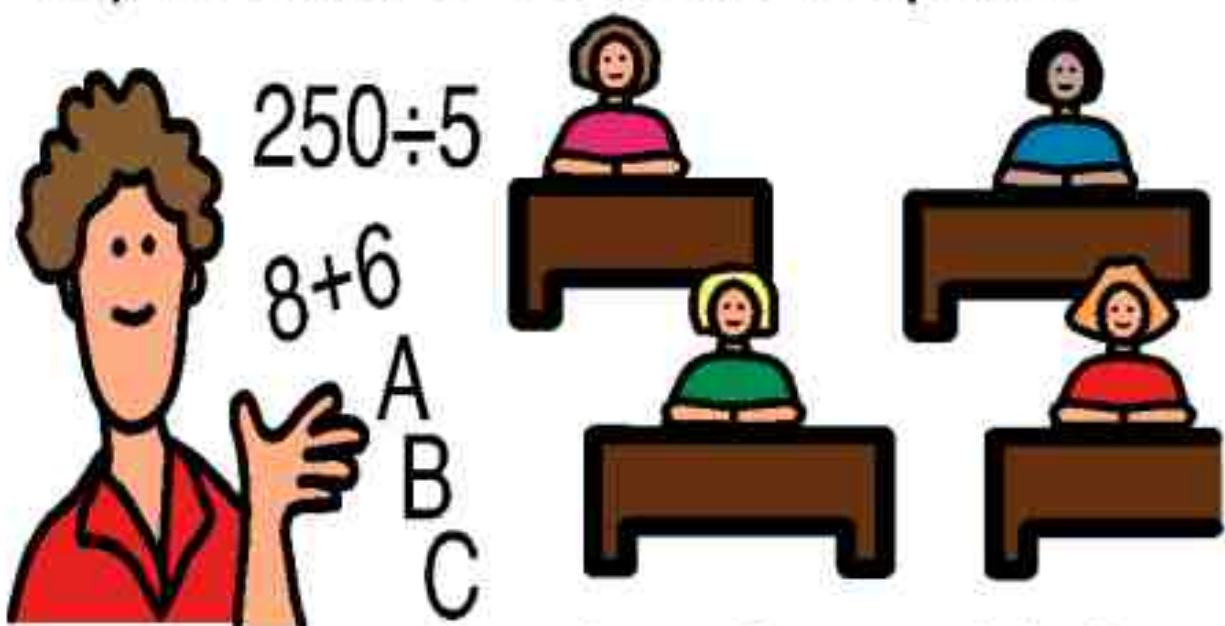


good listening



good sitting

My teacher is there to help me.



I can ask my teacher if I need help.

I will probably have a school bag to take to school.

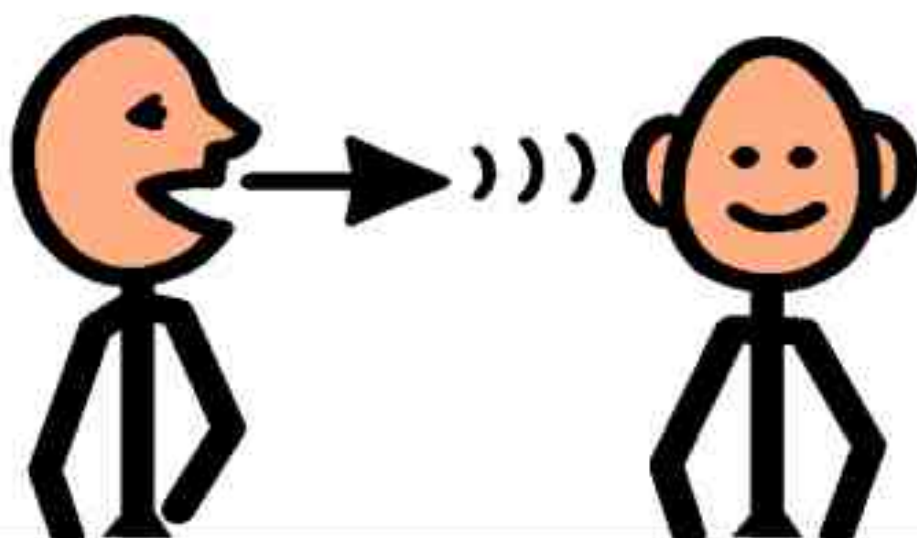


I can use it to take a snack to school and for carrying books.

Most days I will probably go out to play. This is called playtime or break.



When I get home I can tell everyone all about my day in school.



School can be fun.





## REFERENCES AND FURTHER READING

1. RA Law on Amendment and additions to Mainstream Law, 2014
2. 36-hours Training Module of teachers of pre-school institutions of MoES,
3. UNCRPD General Comment on Article 24, General Comment No 4, September 2016
4. Education transition for children with disabilities in Armenia Research Report; Prepared by BoH in collaboration with EENET and Early Childhood Program of Open Society Foundations as part of a project to collect information for the UN Convention on the Rights of Persons with Disabilities, Article 24, General Comment process 2015
5. Baseline survey conducted among parents and teachers of Project's pilot 7 schools and 7 pre-schools during May-June 2016.
6. Suggestions for Transition Plans of Project's pilot 7 schools and 7 pre-schools.
7. Moss, P (2007) Redefining the relationship between early childhood and schooling. In Moss, P and Woodhead, M (2007) (Eds) Early Childhood in focus 2 Transitions in the lives of young children. Milton Keynes: The Open University: p34
8. Bostrum, S (2007) Transitions in children's thinking. In Dunlop, A and Fabian, H (Ed) Informing Transitions in the Early Years: Berkshire: Open University Press pp61 -73
9. Margetts, K (2004) Planning Transition Programmes. In Fabian H, and Dunlop, W (Eds) Transitions in the Early Years: London: Routledge Falmer
10. Margetts, K (2007) Understanding and supporting children: shaping transition practices. In Dunlop, A and Fabian, H (Ed) Informing transitions in the Early Years. Berkshire: Open University Press pp107-119
11. Bennett, J (2007) A strong and equal partnership. In Moss, P and Woodhead, M (2007) (Eds) Early Childhood in focus 2 Transitions in the lives of young children. Milton Keynes: The Open University: p40
12. Broström, S. (2000). Communication & Continuity in the transition from kindergarten to school in Denmark. Paper presented at the Paper related to poster symposium on "transition" at EECERA 10th European Conference on Quality in Early Childhood Education. University of London.
13. Broström, S (2004) Communication and continuity in the transition from kindergarten to school. In Fabian, H and Dunlop, W (Eds) Transition in the Early Years. London: Routledge Falmer
14. Dockett, S., & Perry, B. (2004). Starting school: perspectives of Australian children, parents and educators. *Journal of Early Childhood Research*, 2(2), 171-189.
15. Fabian, H., & Dunlop, A.-W. (2002). Inter-conneXions. Paper presented at the 'Progress with Purpose' conference. Edinburgh.
16. Fabian, H., & Dunlop, A.-W. (2007). Outcomes of good practices in transition process for children entering primary school (Working Paper 42). The Hague, The Netherlands: Bernard van Leer Foundation.
17. Fabian, H (2004) Empowering children for Transitions. In Fabian, H and Dunlop, W. (Eds) Transitions in the Early Years. London: Routledge Falmer
18. Spratt, J. & Florian, L. (2015) Inclusive pedagogy: From learning to action.: Supporting each individual in the context of 'everybody'
19. Jul 2015 In : Teaching and Teacher Education. 49, p. 89-96

20. Hirst, M., Jervis, N., Visagie, K., Sojo, V. & Cavanagh, S. (2011). Transition to primary school: a review of the literature. Canberra: Commonwealth of Australia
21. Transition: A Positive Start to School Resource Kit; Published by the Early Childhood Strategy Division Office of Children and Portfolio Coordination Department of Education and Early Childhood Development Melbourne, State of Victoria, August 2009
22. Smooth Transitions in the Early Years: a Good Practice Guide Central Bedfordshire Council  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)
23. Scotland's Curriculum for Excellence: preschool into primary transitions; Learning and Teaching Scotland May 2010
24. World Health Organization [WHO]. (2006). Creating an environment for emotional and social well-being: an important responsibility of a health-promoting and child friendly school. Geneva, Switzerland: Author
25. Millar S, and Aitken S. (2003) Personal Communication Passports: Guidelines for Good Practice

Transition Guidance to Support Smooth Transition from  
Pre-school Institutions to Primary School

Designed by Anahit Muradyan

