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THE TRANSITION FROM KINDERGARTEN TO SCHOOL

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Abstract. Every transition to a new environment is an important step in life for the child and the family. To make this step as less stressful as possible, it is important that we think about it early enough and that everyone participates in the process: family, kindergarten and school.

The article presents the cooperation between family, kindergarten and school. Here, the important question is how to prepare the child and help him enter school. Kindergarten teachers play an important role in getting to know the child, who accompany the child throughout the entire preschool period and support parents and teachers with their knowledge and experience. During the preschool period, the child is in a relationship with important people through play and is gaining experience and skills.

The changes during the transition to school are greater or lesser, more or less pleasant for the individual. Quality education also includes a quality and smooth transition from preschool education to primary education.

In Slovenia, we devoted a great deal of attention to the transition from kindergarten to school during the preparation of the major education reform in the 1990s. One of the major changes was the lowering of the age for children to enter school to six years of age in the calendar year. With the aim of making the children's transition to school smoother and adapting schools more appropriately to the needs of younger children, in the new (younger) first grade, educational work was gradually started to be carried out by two professionals: in addition to the teacher, the educator or another teacher.

Key words: child, teacher, educator, parents, kindergarten, primary school, soft transition.

Introduction

The topic of the transition between kindergarten and school always receives the attention of the professional public (e.g. a workshop at a conference for principals organized by the Institute of Education of the Republic of Slovenia, a symposium at the autumn professional meeting of principals of kindergartens and elementary schools organized by the School for Principals). The article describes some aspects of the transition between kindergarten and school, including challenges in this area. Description of the transition system and its organization, professional continuity (i.e. continuity of professionals), pedagogical continuity (i.e. continuity of curricula or programs, development goals), developmental continuity (i.e. cooperation in the transition with the family, between kindergarten and school and with external institutions) and challenges and strategies.

A lot of attention has been paid in recent years - the postponement of schooling, which, in my opinion, is a special topic that should be given attention and research. In this article, I did not pay attention to the topic of postponing schooling.

Postponement of schooling is a specific thing in Slovenia. The postponement is mostly decided by the parents, either because of age or because of lack of development. The postponement of schooling has expanded with nine-year primary school.

Scientific and professional bases

The transition from kindergarten to school in Slovenia received a lot of attention from politicians, professionals and the lay public in the 1990s, when the education system was being reformed in Slovenia. During this time, there was a change in the main principles and theoretical starting points, a series of changes were introduced in the organization, goals, content, planning and implementation of the educational process, as well as regarding the role of adult - child or teacher - student. Primary school education was extended to nine years, i.e. schooling became compulsory for students one year younger (six-year-olds). A lot of attention was focused on ensuring that the school, professionals and the system would be ready for freshmen a year younger. In legislative and strategic documents, two aspects of the transition are emphasized at the national level: Connection between institutions along the educational vertical (e.g. Curriculum for Kindergartens 1999), whereby it is emphasized that the kindergarten should not allow the curriculum to be re-educated in the kindergarten and insist on its fundamental specificities. Concrete forms and methods of cooperation between kindergarten and school are defined in the annual work plan. In the process of determining readiness, the school can cooperate with the kindergarten (Primary School Act and Rules on the Collection and Protection of Personal Data in the Field of Primary Education). (Zbirka: Ugotavljanje in zagotavljanje kakovosti v vzgoji in izobraževanju, 2018, Zavod republike Slovenije za šolstvo).

Special attention is paid to the empowerment of managers and professionals of kindergartens and primary schools. In 2016 and 2017, the principals of kindergartens and elementary schools were informed about the results of the international and national report and data analysis at the traditional Portorož meetings. The Institute of Education of the Republic of Slovenia prepared Recommendations for the successful transition of children from kindergarten to school (Zbirka: Ugotavljanje in zagotavljanje kakovosti v vzgoji in izobraževanju, 2018). Also at the Pedagogical Institute, within the framework of the Center for Quality in Education Step by Step, they prepared training on this topic for representatives of kindergartens and primary schools in 2018 and 2019. The Ministry of Education and Culture took a very active approach to this issue and prepared a series of consultations with kindergartens, with schools and municipalities. Various trainings are carried out through international collaborations, professionals exchange views and experiences in the field of transition, which affects their professional growth and work in the department or class.

(Zbirka ugotavljanje in zagotavljanje kakovosti v vzgoji in izobraževanju; prehod iz vrtca v šolo oecd-jev pregled politik in praks izobraževalnih sistemov na področju prehoda otrok iz vrtca v šolo, 2022 https://www.zrss.si/pdf/prehod_iz_vrtca_v_solo.pdf)

Examples of good practice

When a child enters school, parents have many questions (will my child be successful, will he accept the teacher, will he cope with new tasks...). Despite possible mixed feelings, children usually look forward to school, which stems from their natural desire to learn, explore, discover new things...

Questions that affect parents:

How independent does a child have to be? Do you still help him get dressed, tie his shoes, go to the toilet...? What does the independence expected of a child when entering school include?

Do I have to walk my child to class? How should a child's pen be organized?

Do children's crayons need to be sharpened every day?

A common question that arises is what skills are needed for successful schooling. Advice from kindergartens before entering school.

The child sorts the feelings in himself, they are not disturbing for him and he is able to interact with the environment. The connection of emotions that occur during movement,

speech and play is the basis for the complex integration of feelings necessary for reading, writing and appropriate behavior.

Knows and feels her own body, knows where a certain part of the body is located, is able to coordinate movement and complete balance challenges.

Can and has control over the sequence – able to do one activity after another e.g. dressing, undressing, forming meaningful sentences, building with constructors, game rules...

Has full control and mastery of left and right side, uses pen, uses both hands for cutting, gluing.

Has good perceptual and visual spatial relationships.

He has developed gnomotor skills, can do graphomotor exercises, explores and uses various tools.

Can communicate in language, recognize voices.

He is able to play independently and with peers, which is noticeable in the course of the game from idea to goal, how an idea becomes a realization.

He is maturing socially and emotionally.

We encourage the child according to his interest in letters, numbers, writing, reading, and arithmetic. If a child does not express internal motivation, we do not force him to learn to recognize and write and read letters and numbers. He will learn all this in school. Rather visit the library together with your child and develop the joy of listening to stories. Choose suitable picture books that will attract children to listen and talk about the content.

Develops the ability to work independently and the ability to organize, which can be seen in the fact that he takes care of his things, has an organized space. Parents, you can help your child with this by encouraging him to do everything he can do on his own. You include the children in everyday tasks at home. He develops emotional maturity, negotiates with his peers, can wait his turn, solves problems and conflicts, expresses and recognizes his own emotions and the emotions of others.

Develops a good self-image, which is related to the sensations of his body, experiences in relationships and a sense of security.

Children need support from parents and significant adults and a sense of security and understanding.

Factors affecting a child's readiness for school (Marjanovič, 2016):

The age of the child is not a key factor that in itself determines whether the child is ready for school or not. Interrelationships between age and various factors are important: the cognitive abilities of the child, the quality of the kindergarten and the role of the parents.

The most sensitive period for the development of the child's academic skills (language, mathematics, cognitive - connecting, predicting, understanding the context and meaning of content) is between the ages of 4 and 6, and it is crucial for formal learning and not just waiting for the child to be ready per school or one year older.

Family activities throughout the entire pre-school period and not just the last year before the child enters school are key: quality joint reading, joint viewing of events, accessibility to books, storytelling and description...all of which affect children's cognitive abilities.

Professional workers at the school emphasize the importance of a partnership between the school and the family before entering the school.

Characteristics of a healthy partner relationship:

1. respect - respect for diversity or differences, the need for tolerance, awareness of the burdens that we bring to the relationship,

2. conversation, two-way communication - form agreements, stick to them,

3. cooperation - in the same boat and row in the same direction in all areas of life,

4. trust and a sense of security - there are moments when we are filled with fear, doubts, uncertainty,

5. compromises - finding a middle way, agreements, equal expression,

6. educational alliance - coordinated leadership, joint performance,
 7. a large dose of humor, hugs, kisses, mischievous messages throughout the day and expressing wishes one by one
- Source:

Characteristics of a partnership between school and home:

1. mutual trust and cooperation,
 2. respect,
 3. open, two-way communication,
 4. equal sharing of responsibilities and strengths,
 5. support and consideration of each other's interests,
 6. joint effort to achieve a common goal - supporting the student in education and learning, promoting positive self-image and well-being, growth and development.
- Vir: Kodela, T. (2011). Partnerstvo med domom in šolo -mit ali resnica? (magistrska naloga). Ljubljana: Pedagoška fakulteta. Prisobljeno [shttp://pefprints.pef.uni-lj.si/734/1/magistrsko_delo__Tadeja_Kodele.pdf](http://pefprints.pef.uni-lj.si/734/1/magistrsko_delo__Tadeja_Kodele.pdf)

THE ROLE OF THE TEACHER¹

Support for the student on cognitive field e.g.:

- with different teaching approaches,
- introducing students to routines and organization of learning,
- use of learning strategies, tools,
- offer supports for school work and work at home...

Support for the student in psychosocial area, e.g. after:

- attention, respect, self-esteem, communication,
- security, order, belonging,
- fun, games, freedom, socializing, well-being
- solving challenges, creativity in school, bonding,
- that they are seen and heard..

ROLE OF PARENTS²

Support for the child in physical and emotional area, e.g. after:

- rest, safety, attention,
- arrangement of space for school work at home,
- allocation of time for play, learning, fun, family gatherings,
- support for learning at home, care for school supplies, tidy bag...

Psychological support for the child e.g. after:

- accepting successes and defeats,
- when sharing beliefs, ideas,
- monitoring the child's performance in

¹ Zavod republike Slovenije za šolstvo: Sodelovanje s starši, 2022

² Zavod republike Slovenije za šolstvo: Sodelovanje s starši, 2022

schoolwork and giving meaning
his effort,

- awareness of one's strengths and weaknesses
areas...

COMMON OBJECTIVE: comprehensive support for the student.

The common goal of professionals and parents = support for the child's learning

THE FIRST PARENT MEETING BEFORE ENTRY TO SCHOOL IS VERY IMPORTANT.

It is necessary to explain to the parents what is expected of them from the children, to accept their fears and to help them in this.

Of course, a certain degree of independence is expected of children entering the first grade. It is desirable that the child has already mastered the mentioned skills. In the event that he still needs help with certain tasks, we will of course help him and, through joint cooperation, make sure that he acquires the skills that may still be causing him problems. In the first months, we want above all to build a secure attachment with the child.

Upon entering school, the child should be as independent as possible in dressing, personal hygiene (wiping the nose, butt...), nutrition (handling utensils) and also performing activities independently - following instructions, understanding instructions and, in case of misunderstanding, to be able to seek help (who can he turn to - peers, classmates, teacher...).

When a child enters school, he is expected to be independent: when dressing, tying his shoes, taking care of himself (wiping his nose, butt...), eating (using cutlery), carrying out activities (the child follows the teacher's instructions, understands the instructions, knows how to seek help). He must know how to spell, his parents' names and where he lives.

No, if you know that the child is independent enough, you can say goodbye to him at the entrance to the school. It is highly recommended that you do so. He can go on by himself.

We dare not, because school and school supplies are the child's concern. Of course, you can help him by asking him if he has his supplies in order and going through them together (but not you for him).

Every child should have at least two sharpened pencils, quality crayons, an eraser and a sharpener in their pencil case. There is no need for felt-tip pens in the pencil case, as we don't use them often with watches. It is recommended that you mark all the necessities for the child, because then the owner of the lost crayon will be quickly found. The notebook should not have too many sections so that the student can find his way around it more easily and quickly.

It is reported that children sharpen their crayons and pencils every day or that they are always properly sharpened for lessons.

Homework should be something that is useful to the child, and not something that burdens him. It is good to present the context of homework to him as a fun part of school, which enables him to learn new knowledge more easily. Motivation should always be directed towards the child and never with rewards - that is, we do not reward the child's work that belongs to school obligations, but we motivate him with his knowledge and the usefulness he acquires.

They still don't know how to write in 1st grade, so I say orally what the task is. Of course, at the end of the lesson, we repeat what is for DN. This is also how we get them used to listening. If there is a whole page in the workbook for the task, circle the page with a red crayon.

The teachers can be reached via the email address published on the school's website. If you have any questions, you can write to us or register for speaking hours. You can also write us short information in a note.

A partnership is an equal relationship that acknowledges to parents that they are primarily responsible for child's health, education and personal development, the role of the school or Kindergarten is about the child's informs parents of progress, educates and advises them. (Ažman 2018; Božjak and Novak 2003; Kalin 2003; Resman 2009).

Conclusions

The day when a child crosses the school threshold for the first time is a big event not only for him, but also for his parents, teachers and school. The child should have the opportunity to participate in the purchase of a school bag and school supplies. The first day of school should be pleasant, because if it remains a good memory, he will probably like going to school later and it will not cause him discomfort. The attitude towards school depends a lot on how school is talked about at home, how parents accept it and how this view (consciously or unconsciously) is passed on to the child... Let the fear of the child entering school not burden anyone too much and let's not pass it on to the child, because sooner or later the child will find himself in a new environment and there is no need to worry about it. This day is celebrated. The child is accompanied to school, and then the day is spent together, festively (ice cream, a short trip...).

CHILD'S ADVICE TO PARENTS BEFORE ENTERING KINDERGARTEN³

Don't spoil me, I know very well that I can't have everything I want.

I'm just testing you.

Don't be afraid to be strict. I like this. That's how I know what I can and can't do.

Don't be rough with me, or I'll think that only force can achieve anything.

I'll be happy to take the advice.

Don't be inconsistent. This makes me insecure and avoid everyone

Obligations.

Don't do things I can do myself. It makes me feel

as a baby, I might have you as my servants.

Don't keep preaching to me or I'll have to play deaf. They were you would be surprised if you knew how well I know what is right and what is wrong.

Don't make me feel like my mistakes are sins. I have to learn to make mistakes without feeling guilty.

Do not demand explanations for my behavior. Sometimes I really don't know why I did it.

Don't warn me in front of others. I will be more careful if you are with talked to me privately.

Don't protect me from the consequences. I learn from experience.

Don't let my fears become your anxiety. I will be even more so scared. Show me that you are brave.

Teach me by example, not criticism.

I LOVE YOU SO MUCH, YOU LOVE ME TOO!

Your child

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