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Sabbatical – 10 weeks

Understanding the Key Competencies at the Pre School to School transition stage

Acknowledgements

Sue Edwards and her team at Helen Deem Kindergarten

Maree Schaumann, Literacy Development Officer, Ministry of Education

Jane Carroll, Speech Language Therapist

Helen Campbell, Resource Teacher of Literacy

Summary/Purpose

To explore the needs of children/parents in the Transition period from Pre School to School.

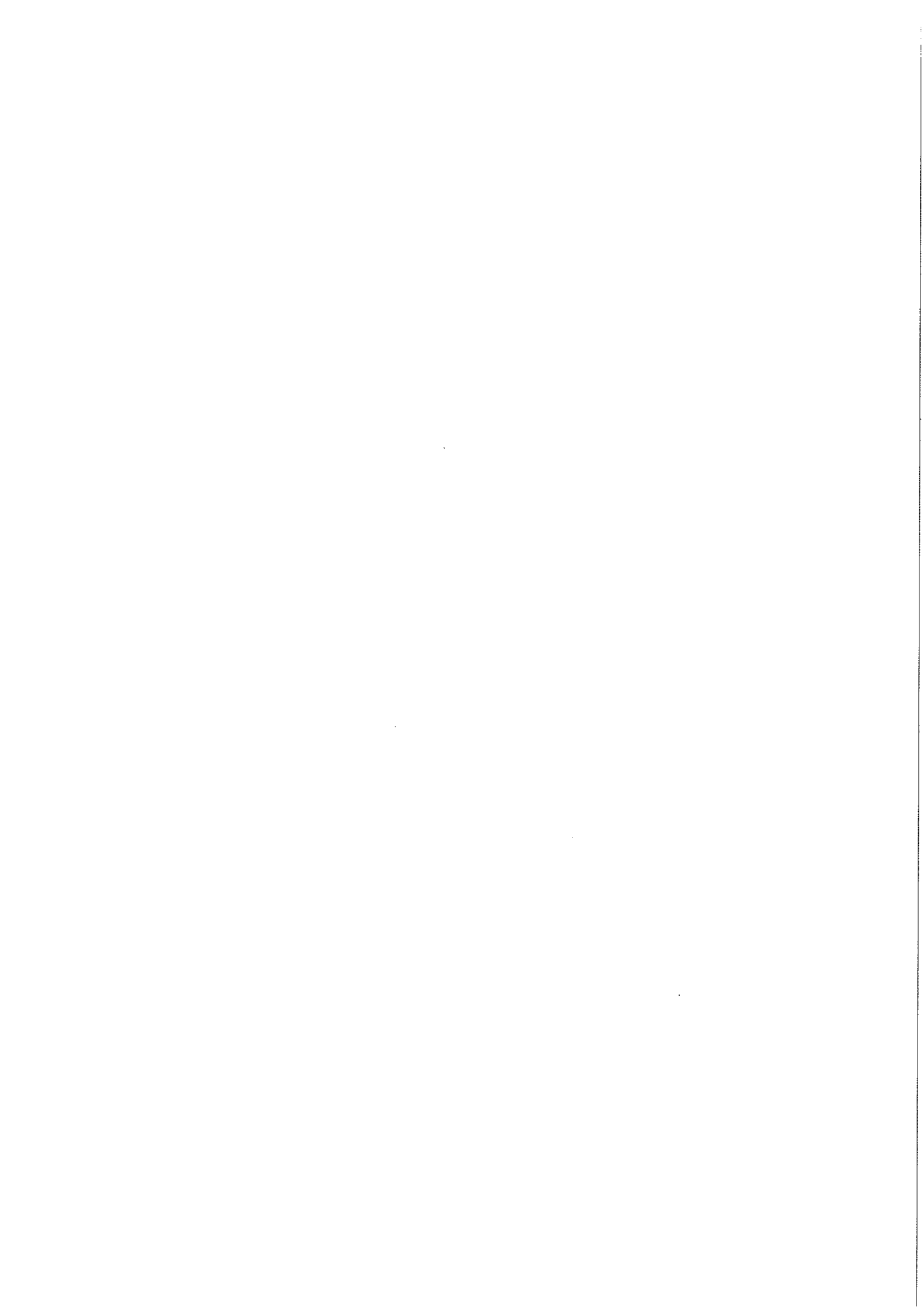
To develop a booklet for children/parents and teachers to share the knowledge of the Key Competencies.

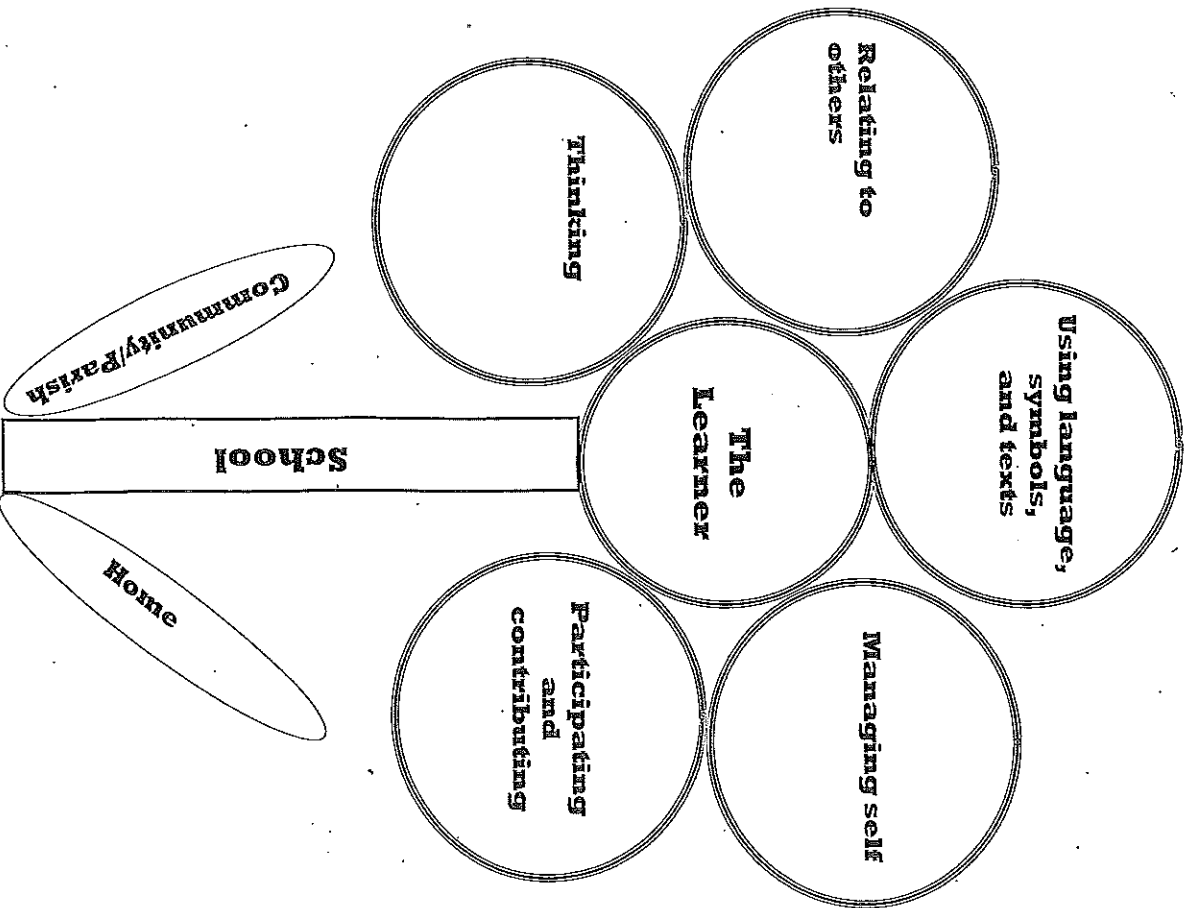
To further develop the partnership between Pre School/School/Home.

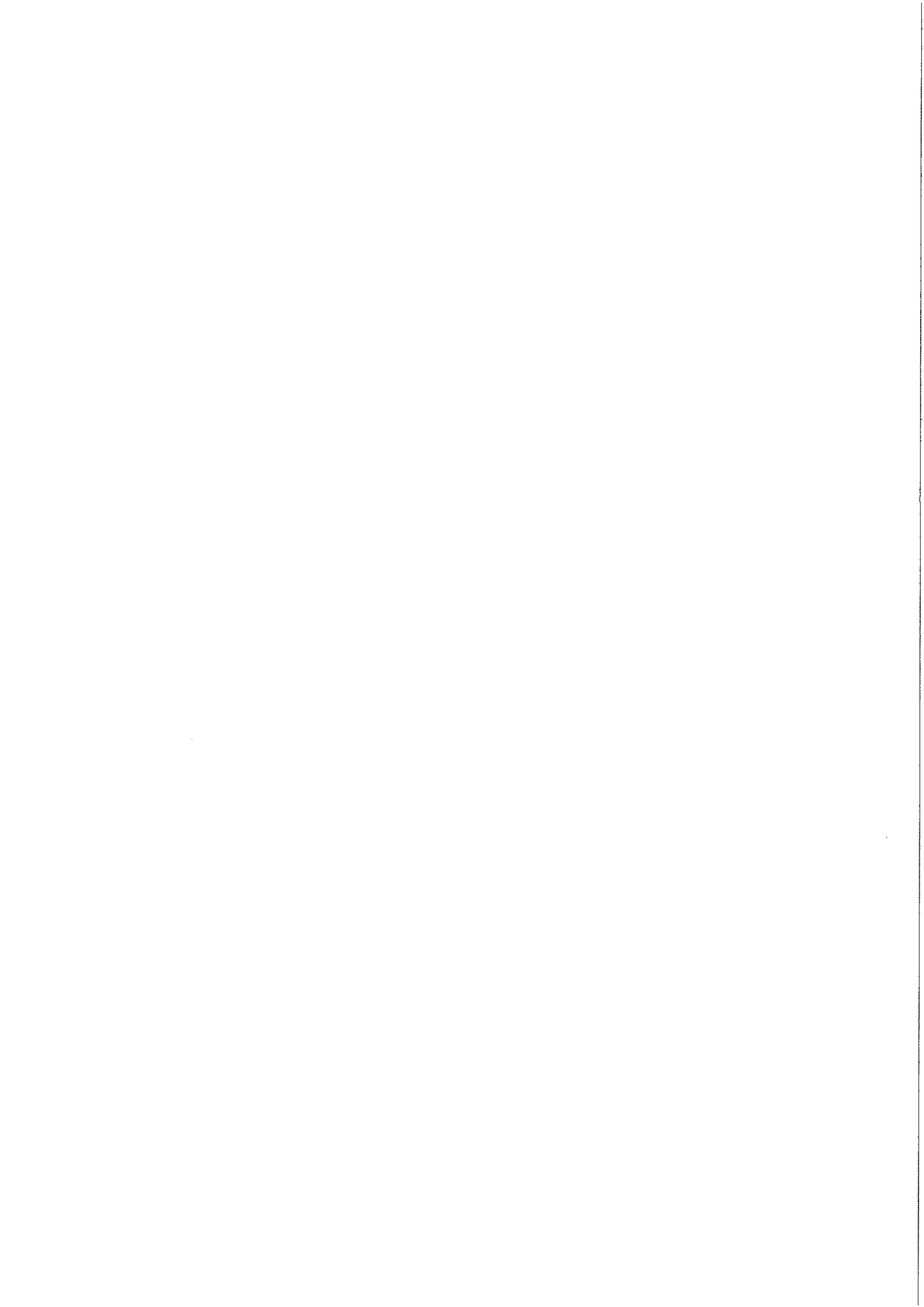
Background

I was inspired by the work of Helen Campbell in Invercargill. 'The Starter Kit for Five Year Olds' reflected for me the importance of the partnership between Pre School/School/Home.

I run a Pre School Programme each Wednesday – 'Wednesday School'. Children attend with their parents over a period of up to 6 months. Providing a booklet would further the understanding of the needs of each child.







SOCIAL SCIENCES

SCIENCE TECHNOLOGY

- I can demonstrate curiosity around topics.
- I can ask appropriate and relevant questions.
- I enjoy finding out new things.
- I can explain what new things I have learnt.



HEALTH AND PHYSICAL EDUCATION

- I can use a range of movement skills.
- I can demonstrate co-ordination and agility.
- I can join in games with enjoyment.
- I understand and can take responsibility for simple health care and safety.



KEY COMPETENCIES

THINKING

- I like to learn new things.
- I ask questions so I can learn more.



KEY COMPETENCIES
MANAGING SELF

- I can help with small jobs my parents ask me to do.
- I can finish the work my teachers give me to do.
- I can organise my own bag and belongings.
- I keep trying when things get hard for me.



KEY COMPETENCIES
RELATING TO OTHERS

- I am friendly with lots of people at kindergarten, pre school and at home.
- I take turns and listen to others at mat time.



KEY COMPETENCIES

PARTICIPATING AND CONTRIBUTING

- I like to try out new things.
- I help other people when they need me to.

NUMERACY

EMERGENT

- I am working on knowing about numbers 0 to 10.
- I am learning how to join two groups together and count all the objects to see how many there are in total.

VISUAL LANGUAGE

- I can use scissors, paints, crayons, dye, playdough to show still or moving images.
- I can use a stapler and tape.
- I can identify colours and shapes.
- I can use a correct pencil grip.

THE ARTS

- I can participate in music positively and with enjoyment.
- I can participate in drama positively and with enjoyment.
- I can participate in art positively and with enjoyment.
- I participate in dance positively and with enjoyment.

ORAL LANGUAGE

- I can speak clearly.
- I can use correct grammar when I am speaking.
- I can express my ideas and opinions confidently.
- I can contribute willingly to discussions.
- I can listen attentively and politely.
- I can take turns in a conversation.
- I like talking about books.
- I can speak loudly enough for adults to hear me.

Skills

Using language symbols and texts

Listening

Sharing ideas/findings

Note taking

Writing – proofreading

Writing – genre/purpose

Explaining

Reporting

Questioning

Summarising

Organising

Speaking

Comprehension

Reading for a purpose

Viewing

Presenting

Diagrams

Locating information

Selecting information

Using information

Persuading

Sequencing

Making visuals

Numeracy

Recognising patterns

Measuring

Relating to others

Cooperating

Listening

Negotiating

Considering others

Responding

Share views

Value others

Using appropriate behaviours

Awareness of audience

Giving constructive feedback

Being responsible

Managing self

Working independently

Organising

Managing time

Setting goals

Self assessment

Reflecting

Meeting goals and deadlines

Participating and Contributing

Working together

Connecting

Taking action

Sharing the load

Giving ideas

Helping others

Thinking

Making comparisons

Inferring

Designing

Predicting

Evaluating

Synthesising

Observing

Estimating

Categorising / classifying

Brainstorming

Making choices

Making decisions

Planning

Imagining

Elaborating

Considering options

Interpreting

Justifying

Causes and consequences

Testing

Analysing

Reviewing

Generalising

Considering pros and cons

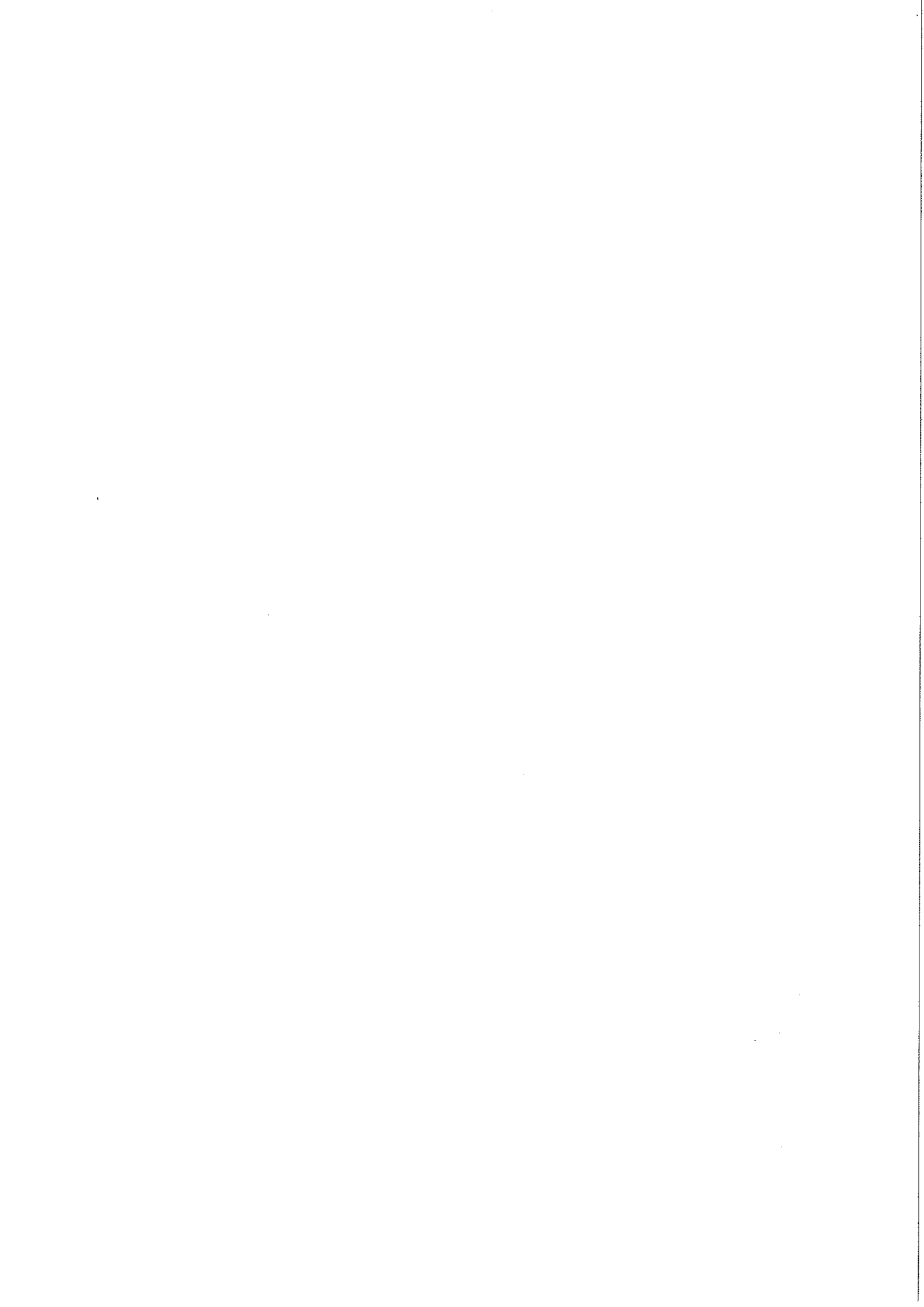
Recognising bias

SKILLS PROFILE FOR LEARNING

Pre-Supposed Skills at School Entry

Curriculum Skills	Attention	Communication	Organisation	Social Interaction
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Has 1:1 correspondence. • Can count with meaning to 10. • Identifies sets and says why items belong. • Identifies and makes more/less. • Sequences patterns. • Is able to estimate <p><u>Literacy.</u></p> <ul style="list-style-type: none"> • Understands purpose of text. • Recognises name in print • Recognises some letters. • Can predict and explain why. • Can sequence and tell a story using pictures. • Begins to transfer an idea from imagination to text. 	<ul style="list-style-type: none"> • Can attend to group instructions. • Can complete activity with/without peers. • Can stay on task for 20 minutes. • Has shared attention. 	<ul style="list-style-type: none"> • Understands that language carries message. • Understands expectation of involvement and respond. • Understands that message to group involves self. • Can discriminate figure/ground messages. • Can answer questions. • Can formulate and share ideas. • Can sequence. • Accesses learning through verbal communication. 	<ul style="list-style-type: none"> • Can predict key features in the day. • Can organise self to achieve key actions, ie group outside for dinner/play etc. • Can respond to cues for familiar activities. • Can find key items related to familiar task. • Can problem solve. 	<ul style="list-style-type: none"> • Can tolerate group settings. • Can turntake in a group. • Has empathy. • Can read non-verbal cues. • Can interact with peers. • Understands need for rules. • Is becoming assertive. • Can begin to problem solve.

Prof CAOS



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Conclusion

During 2011 Term 2 I will trial the Booklet with New Entrant parents.

Thank you for the opportunity to take Sabbatical Leave. Time for reflection was an important part of my leave time, with no other pressures.

References

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Learning through Talk
Oral Language in Years 1 to 3 – MOE

Sky Bridge
A Transition Programme from preschool to school – Kate Lloyd

Set
Research Information for Teachers no. 3 2009

Te Whāriki Early Childhood Curriculum

Assessment for Learning
Early Childhood Exemplars

