Jan Taylor
St Bernadette’s School
16 Forbury Road
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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 8 months. Providing a booklet would further the understanding of the needs of each child.
I take turns and listen to others at meal time.

I am friendly with lots of people at kindergarten, pre school and at home.

RELATING TO OTHERS

KEY COMPETENCIES

I keep trying when things get hard for me.

I can organise my own bag and belongings.

I can finish the tasks my teachers give me too do.

I can help with small jobs my parents ask me to do.

MANAGING SELF

KEY COMPETENCIES

I ask questions so I can learn more.

I like to learn new things.

THINKING

KEY COMPETENCIES

I understand and can take responsibility for simple health care and safety.

I can join in games with enjoyment.

I can demonstrate co-operation and ability.

I can use a range of movement skills.

HEALTH AND PHYSICAL EDUCATION

I can explain what new things I have learnt.

I enjoy finding out new things.

I can ask appropriate and relevant questions.

I can demonstrate curiosity around topics.

SCIENCE, TECHNOLOGY

SOCIAL SCIENCES
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
<table>
<thead>
<tr>
<th>Social Interaction</th>
<th>Organization</th>
<th>Communication</th>
<th>Attention</th>
<th>Curriculum Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can interact with peers</td>
<td>Can predict key</td>
<td>Can sequence and tell a story using pictures</td>
<td>Can predict and explain</td>
<td>Math/Literacy</td>
</tr>
<tr>
<td>Can read non-verbal cues</td>
<td>Can organize a story</td>
<td>Recognizes some letters</td>
<td>Includes name in text of text</td>
<td>Includes</td>
</tr>
<tr>
<td>Can begin to problem solve</td>
<td>Can call in the group</td>
<td>Focus/ground</td>
<td>Is able to estimate</td>
<td>Has shared attention</td>
</tr>
<tr>
<td>Is becoming assertive</td>
<td>Can share ideas</td>
<td>Recognizes number patterns</td>
<td>More/Less</td>
<td>Can stay on task for 20 minutes</td>
</tr>
<tr>
<td>Understands need for</td>
<td>Can formulate and answer questions</td>
<td>Identifies and makes predictions</td>
<td>Why/How</td>
<td>Can complete activity</td>
</tr>
<tr>
<td>Can interact with peers</td>
<td>Can predict and explain</td>
<td>Includes yes and no</td>
<td>When letters are used</td>
<td>Can attend to group</td>
</tr>
</tbody>
</table>

Skills Profile for Learning
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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

The Literacy Learning Progressions meeting the Reading and Writing Demands of the Curriculum – MOE

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