

# Participatory model for transitions

## Short version



## Creative and narrative explorations

- Creativity stands as one of the central competences most valued in 21st century employees – as such, it is deeply important to accommodate this increasing demand for creative minds through education, starting with training programs for teachers
- Teaching creatively and using imaginative approaches to make learning more interesting and effective provides opportunities for children to express their own styles and personalities
- Teaching for creativity aims to foster creative thinking and behavior among children through different teaching methods and strategies
- Storytelling supports development of creativity, risk taking, and coping with uncertainty
- Early narrative competences are linked to and predictive of reading comprehension in later primary school years and help to create a secure foundation for future literacy and long term success in schooling

## **School Family Communications**

- Communication between different institutions and the direct involvement of families, as well as teaching children to work in different social - cultural settings have been shown to smooth transitions for children
- Guided participation takes into account not only the active engagement of children, but also the role of peers and caregivers between whom communication and has a significant role in children`s transition between institutions are critical to ease transitions
- Using ICT with support of teachers and parents, can result in a more positive attitudes towards learning
- Parents, teachers and children working in collaborative way together leads to improved academic performance

## **Artifacts as prompts for dialogue**

- Both surface level and symbolic levels of meaning can be explored through dialogue based on depictions
- Artifacts are reflective of the real world with which young people in the transition period are still coming to terms with and building their understandings of the world around them
- Narrative creation fosters imagination development, creating an imaginative space to play and ponder which enables thinking about the world, people and relationships
- Encouraging imaginative thinking and providing tools necessary for children to do so is highly beneficial for individual development and the ability for complex problem solving

## **Developing shared dialogues**

- Adults understanding of children`s needs and priorities is linked to the attention paid to the communication style of the child - attentive adults are more likely to engage in dialogue, and dialogue in turn fosters a better understanding of a child`s learning needs
- A teacher must be aware of both child`s and his/hers own perspectives, possible only through dialogue with that student
- Both children and the teacher must be involved/engaged in the process and present
- The goals of the teacher and a sensitivity to the child`s perspective have to work simultaneously

## **Resilience through socio-emotional development**

- Social interaction is crucial in any child`s development and children should be seen as inherently engaged in the social world from birth
- Social engagement prompts development of skills in independently carrying out and organizing activities in their culture
- Adult mediation is a way for children to be equipped with appropriate tools to focus on the learning outcomes in the creative processes they undergo in different contexts, giving them the necessary foundation for expressing themselves
- ICT usage empowers children by granting them a voice they may have never had before and opens new ways of designing dynamic methods which can help to put children in touch with ideas and concepts formerly beyond their reach

- Storytelling is recognized as a critical aspect of human thought and development, it positively affects social, emotional and lingual development and has a heavy influence of identity formation
- Children should be provided with a different tools to express their ideas and emotions in a safe environment, ideally in a self-directed manner

## **Continuity across Contexts**

- Teachers act as supporters, coaches, facilitators and models of creativity for children
- The family is perceived as a micro social group within a macro social context - a collection of individuals with shared history who interact within ever changing social contexts across increasing time and space
- Parents and teachers working in the same mediated space benefit retention and engagement
- Supporting and creating links between young children and their caregivers both at home and in school is a vital part of successful school transitions
- There exists a marked importance for collaboration and communication between kindergarten and preschool to ensure smooth and successful transition for childrens