



From Kindergarten To School and SFO



Table of Contents

Introduction	3
Background	4
The Aim of the Plan.....	5
Anchoring.....	6
Kindergarten and Primary School Transition Procedures.....	9
Annual Wheel.....	10
Appendix	11
Literature/Research	15
Working Group.....	16

Introduction

Trondheim local authority has the overriding responsibility for ensuring that children have a good transition from kindergarten to school and establishes the grounds for collaboration between the institutions.

The kindergarten and school are both early childhood care and education institutions. While they have different educational mandates, they both aim to contribute to children having a good start in life and lay the foundation for lifelong learning. In this document, SFO (school day care) is seen as part of the school.

Basic skills the child has acquired in kindergarten will have great importance for its well-being and learning outcome in school. Research shows that learning is a self-reinforcing process and therefore it is important to focus on the child's strengths and robustness. In this way, kindergarten is an important part of the child's education path.

Parents/guardians have the main responsibility for their child's upbringing and all-round development. Together with the kindergarten and school, they share the responsibility for their child attending school with enthusiasm and the desire to learn.

Children and parents should feel confident that kindergarten and school will do their best to ensure there is continuity and coherence in the teaching, and ensure a good transition from kindergarten to school. This requires close cooperation between the home and the kindergarten and school staff. It is important that the child has a say in these efforts.

Trondheim is a language and sciences municipality and through this it has acquired expertise and experience in using <https://sprakloyper.uis.no>. Bearing this in mind, it has been decided that all municipal kindergartens and schools shall use <https://sprakloyper.uis.no> when working on the transition from kindergarten to school.

The plan applies to all children. Children with special needs pursuant to Chapter Five A of the Kindergarten Act will also be covered by procedures given in [Handbook for Special Educational Assistance](#).

Parental consent

Chapter 6 in the Framework Plan deals with "Transitions".

Working in partnership with the parents and school, the kindergarten shall ensure that the child has a safe and smooth transition from kindergarten to school and to any recreational facilities for children. It specifies that the kindergarten must obtain parental consent to share information about a child with the school. When information is shared, it must always be in the child's best interests. Other stakeholders in the transition are the public health clinic and the school health service.

Municipal kindergartens use Meldeboka [Message Book] for giving consent, private stakeholders can use the attached form.

Trondheim, 15 August 2018



Camilla Trud Nereid
Director of Early Development and Education

Background

The framework plan for the kindergarten's duties and content provides guidelines for how the kindergarten, in collaboration with the parents and school, can facilitate a safe and smooth transition from kindergarten to school and to SFO (school day care) if relevant (Framework Plan, Chapter 3).

For the youngest children in school, play is necessary for their well-being and growth, but play also provides opportunities for creative and meaningful learning (The common core section of the curriculum – values and principles of primary education).

As a starting point for collaboration, the kindergarten and the school shall exchange knowledge and information about the programme for the oldest children in kindergarten and their transition to and start-up in school (Framework Plan, Chapter 6).

Trondheim has 56 municipal kindergartens and 80 private kindergartens that send children on to the 41 primary schools and four independent schools in the municipality. Family kindergartens will also send children on to the schools. The aim is that the kindergartens and schools in the city will have similar transition practices so that all children have an equal opportunity to have a successful start in school.

The kindergartens and school owners (the local authority) have a statutory duty to collaborate on the transition. This will ensure that all children have a safe and smooth transition from kindergarten to school. Furthermore, this will help to ensure that all kindergartens, both municipal and private, form a partnership with the school for the children's transition from kindergarten to school.

The Aim of the Plan

To understand and prepare children for their future lives, the kindergarten must be aware of what the children will be facing when they start in school. To take the children's backgrounds into account, the school must have knowledge of what they have experienced in the kindergarten (Brostrøm, 2009, referenced in "Tidsskrift for Nordisk barnehageforskning, 2014, p. 20).

Several research projects indicate that the staff at different stages of a child's institutionalised life have little knowledge of each other and that communication between them is often lacking and random at best (Rambøl, 2010; Brostrøm, 2009).

Research projects in the EU indicate that good transition is of great importance if children are to feel safe and secure and to prevent non-completion of school.

Joint projects provide opportunities to collaborate on and encourage local efforts in kindergartens and schools.

The aim of the plan is to ensure a safe and smooth transition from kindergarten to school for all the children in Trondheim.

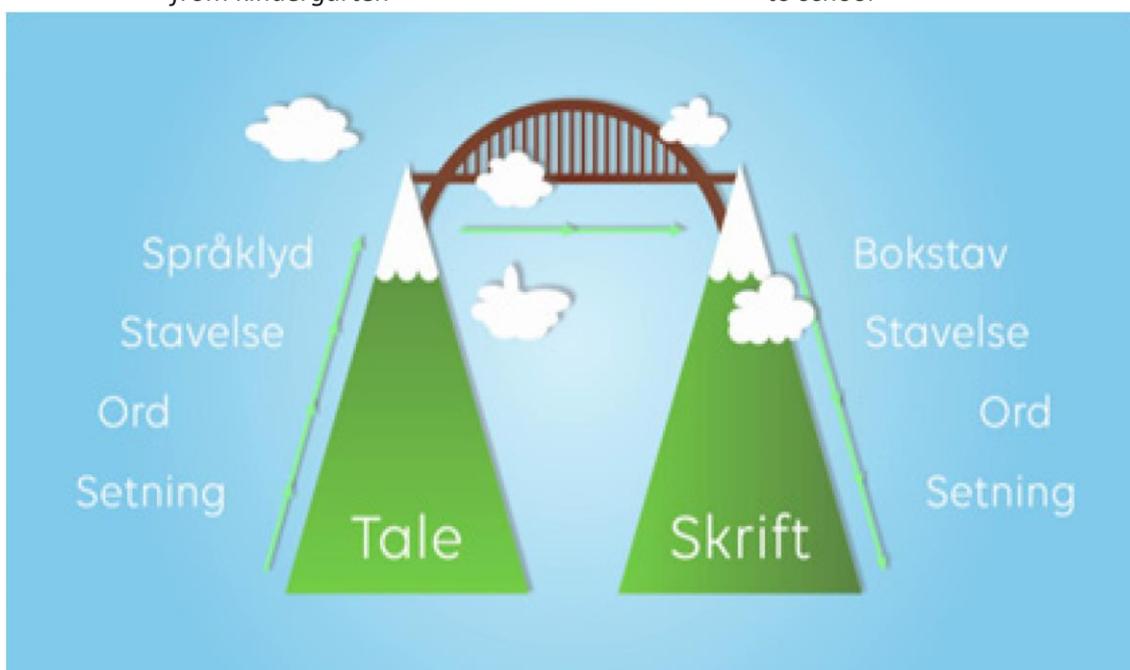
The school shall ensure continuity of the children's learning processes by taking into account their past experiences and what they have learned in kindergarten.

An example of why knowledge about each other's work areas is important can be illustrated by the Språkbroen (Language Bridge) information package for the transition between kindergarten and school, available at <https://sprakloyper.uis.no>.

Språkbroen (Language bridge)

from kindergarten

to school



The aim of the plan is to ensure:

- a meaningful correlation between the teaching in the last year of kindergarten and the first year of school
- good procedures for the collaboration between kindergartens and schools in Trondheim

This is an overarching and obligatory plan for all municipal kindergartens and schools in Trondheim. Private kindergartens and schools are also encouraged to follow the plan.

Anchoring

Common perspective on learning in kindergarten and school:

Both the Curriculum and the Framework Plan are based on a sociocultural perspective on all-round development and learning. A sociocultural perspective on learning is based on the assumption that learning occurs through the use of language and in social interaction. This has roots back to John Dewey, Georg Mead, Lev Vygotsky and Mikhail Bakhtin. Dewey believed that knowledge is gained through active participation with others. He is known for saying “Learning by doing and reflection”, which implies learning through action and experience. A sociocultural perspective on learning has a dynamic view of learning where there is no one truth. Knowledge depends on the culture we belong to, and we learn throughout our lives.

Regulations for the framework plan for kindergarten content and duties (2017) paragraph 6.1: [Transitions](#).

“Working in partnership with the parents and the school, the kindergarten shall ensure that the child has a safe and smooth transition from kindergarten to school and to any recreational facilities. As a starting point for collaboration, the kindergarten and the school shall exchange knowledge and information about the programme for the oldest children in kindergarten, and their transition to and start-up in school. The kindergarten must have the parents’ consent before it can share information about a child with the school.

The oldest children shall have the opportunity to look forward to starting school and discover that there is a connection between kindergarten and school. The kindergarten shall ensure that the oldest children have acquired experience, knowledge and skills that can provide them with a good foundation and motivation for starting school. The kindergarten shall help the children to bring their time at kindergarten to a close in a good way and approach school with curiosity and faith in their own abilities. “The children shall be able to be familiarise themselves with what takes place at school and after-school day care.” (Framework Plan, 2017).

The circular “Lærerplanverket for Kunnskapsløftet” from the Education Directorate: Curriculum, states that.

“Good and systematic collaboration between kindergarten and primary school, primary school and lower secondary school, lower secondary school and upper secondary school shall help to facilitate the transition between the different stages in the learning path.”

As illustrated below, the mission clause for kindergarten (Kindergarten Act §1) and the school (Education Act § 1-1) have many similarities. This is a good starting point for kindergarten and school having the same goal of working in the child’s best interests.

The mission clause for kindergartens	The mission clause for schools
<p>The kindergarten shall, in collaboration and close understanding with the home, safeguard the children’s needs for care and play, and promote learning and all-round development. The kindergarten shall be based on fundamental values in the Christian and humanist heritage and tradition, such as respect for human dignity and nature, intellectual freedom, compassion, forgiveness, equality and solidarity, values that also appear in different religions and beliefs and which are rooted in human rights.</p> <p>The children shall have the opportunity to be creative, to have a sense of wonder and the urge to explore. They shall learn to take care of themselves, each other and nature. The children shall develop basic knowledge and skills. They shall have the right to participate in accordance with their age and abilities. The kindergarten shall treat the children with trust and respect and recognise the intrinsic value of childhood. It shall contribute to well-being and joy in play and learning and shall be a challenging and safe place promoting togetherness and friendship. The kindergarten shall promote democracy and equality and counteract all forms of discrimination.</p>	<p>Education and training in school and apprentice companies shall, in collaboration and understanding with the home, open doors to the world and the future and provide students and apprentices with an insight into and a firm foundation in history and culture.</p> <p>The teaching shall be based on fundamental values of Christian and humanist heritage and tradition, such as respect for human dignity and nature, intellectual freedom, compassion, forgiveness, equality and solidarity, values that appear in different religions and beliefs and which are rooted in human rights.</p> <p>The teaching shall help to expand the knowledge and understanding of the national cultural heritage and our common international cultural tradition.</p> <p>The teaching shall provide insight into cultural diversity and show respect for the individual’s convictions. It shall promote democracy, equality and scientific thinking.</p> <p>The pupils and apprentices shall develop knowledge, skills and attitudes so that they can master their lives and take part in working life and society. They shall have the opportunity to be creative, committed and inquisitive.</p> <p>The pupils and apprentices shall learn to think critically, act ethically and be environmentally aware. They shall have joint responsibility and the right to participate.</p> <p>The school and apprentice companies shall treat the pupils and apprentices with trust and respect, make demands on them, and give them challenges that promote their all-round development and desire to learn. All forms of discrimination are to be counteracted.</p>

Children can express themselves in many ways while playing, and play has an obvious and important place in kindergarten. Play is important for children’s well-being and as a foundation for lifelong learning. In kindergarten, children shall experience play both as an intrinsic value and as the basis for learning and all-round development. Children shall be allowed to explore their surroundings, seek adventure and gain experiences. Creativity, a sense of wonder and the urge to explore are important elements in children’s play and learning.

The kindergarten is an important learning arena where friendship is essential for developing togetherness and the desire to learn. The kindergarten must create an environment where friendships can be formed and solidified. “During the transition from kindergarten to school, the child shall encounter a school that is prepared and ready to build further on the foundation the kindergarten has provided.” (Meld.St./White paper no. 21). Thus, school must work in such

a way that subject learning and social learning are developed simultaneously. School is responsible for allowing students to develop their creative energy, commitment and urge to explore and for helping them to gain experiences by seeing opportunities and translating ideas into action.

The transition from kindergarten to school must be treated as a process and not as a single event. For the children, this is both a mental and physical transition. They will be establishing new relationships in new settings and will also be transitioning from being kindergarten children to being pupils, where they will have to develop their social and cognitive skills to fit the school's culture and work methods. Children need to experience that there is a connection between what happened in kindergarten and what is going to happen in school. The child must be both directly and indirectly involved in these collaborative efforts. There is a need to develop collaborative measures for the final stage of kindergarten and the first stage of school to arrive at similar ways of working in the two institutions (Kunnskapscenter for utdanning; Measures with Positive Impact on Transition from Kindergarten to School – A Systematic Review, Lillejord, S., Børte, K., Halfordsrud, K., Ruud, E. & Freyr, T).

Hogsnes and Moser (2014) have shed light on the importance of coherence in transitions in their study: [Understanding good transitions and experience of coherence between kindergarten, school and school day care](#).

The importance of working with language

Research shows that linking play with learning, and allowing children to explore, develop knowledge and language through play is a good way to safeguard them during the transition from kindergarten to school. Play and aesthetic elements are key parts of the transition (Corsaro & Molinari, 2000).

Språkløyper is a national strategy initiated by the Ministry of Education and Research for language, reading and writing. Lesesenteret (Reading Centre) (UiS), together with the Skrivesenteret (Writing Centre) (NTNU), is responsible for operating and producing the academic content for the competence-development packages, which are available on the website sprakloyper.no. The Writing Centre has been responsible for the competence-development package entitled *Transition from Kindergarten to School*. Key areas in this package are collaboration, cultural meetings, language work, competence mapping and the multilingual perspective.

[Språkløyper - transition between kindergarten/school \[In Norwegian\]](#).

The figure below, taken from sprakloyper.no, illustrates the responsibilities and tasks of the various groups. Work on the transition will have to occur horizontally as well as include cooperation at the local authority, leadership and teacher levels.



Kindergarten and Primary School Transition Procedures

The procedures for transiting from kindergarten to primary school are based on two key aspects:

- The school's early collaboration with parents and kindergarten
- Boundary objects

Schools in Trondheim welcome children from the many kindergartens across the city. If all children and families are to have the same opportunity for a good start to school, it is important to collaborate on transitional activities. These include ice-breaking activities (cultural meetings), information exchange (collaboration) and language work. The first formal meeting between parents, kindergarten and school is organised by the school to clarify mutual expectations.

Boundary objects

Boundary objects are found in and across settings, they are recognisable to the children across the settings and are flexible in how they are interpreted and used (Akkerman & Bakker, 2011; Star & Griesemer, 1989). Boundary objects can give children the opportunity to actively work on constructing contexts.

Boundary objects can be games or toys that children will find in both the kindergarten and primary school. In Trondheim, all kindergartens and schools help children to get acquainted through having a common book, game, play or song. When children share boundary objects they will experience a smoother and safer transition from kindergarten to primary school.

As of 1 August 2018, the following boundary objects are being used:

Book: *The baby goat that could count to ten*
Game: *The wildcat*
Play: *Red light*
Song: *Stop! Don't bully!*

The kindergarten and school/SFO can change the boundary objects at district meetings for pedagogical staff held in September/October.

Working with the boundary objects is seen in the light of Chapters 1, 3 and 9 of the Framework Plan, and Chapters 1 and 2 of the core curriculum – values and principles for primary and lower secondary education.

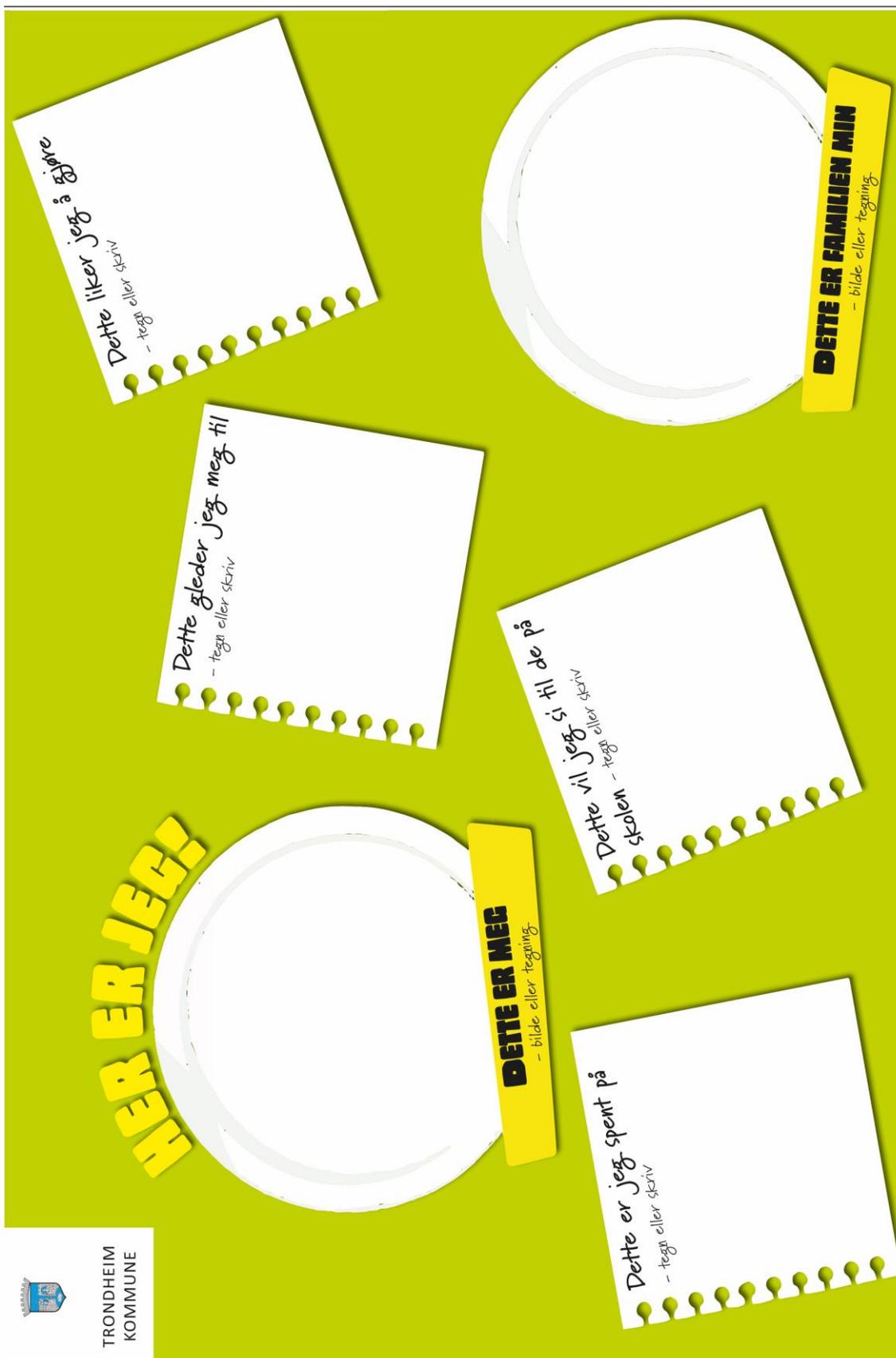
[Forskning.no](http://forskning.no)

Annual Wheel

When (approx.)	Procedure	Responsibility	Transitional activity
August	The kindergarten and school start working with the transition package in Språkløyper	Director/kindergarten teachers/School head/teachers	Language work
August	The admissions office sends schools a list of next year's school starters – as complete as possible	Admissions office	Collaboration / information
September	The kindergartens map school starters speaking minority languages (recommendations in the report "Minority-language speakers and ready for school")	Director/kindergarten teachers	Language work/mapping
September-October	Pedagogical staff meeting with kindergarten and school in the same district network Local plan for collaboration on transition kindergarten/school is prepared Joint meeting of school, SFO, parents and staff from kindergartens where mutual expectations are expressed and clarified	Chief municipal executive School head	Culture Culture
October-November	Talks with children and parents where expectations for the final kindergarten year and school start are clarified.	Kindergarten	Collaboration / information
November	School invites next year's starters to an assembly together with the lower primary level pupils	School head	Culture
January-February	Visits to the school the children shall start at to get acquainted with the outdoor environment	Kindergarten	Culture
February	Enrolment at school, with visits to the SFO area. The same date for all, it is entered into the kindergarten/school calendars.	School head	
February-March	Talks between children, parents and preschool teachers where the children present their "Here I am". Agreement on providing information	Kindergarten	Collaboration / information
March-April	Transition meetings between the kindergarten and school/SFO start, school receives a copy of "Here I am"	School head	Collaboration /information/mapping
April	School/SFO invites parents and children for a visit (open house)	School head/Head of Department SFO	Collaboration / information
May	The children in kindergarten meet children who have been through the transition and the start of school in the past (school ambassadors, mentors)	SFO/school in collaboration with the kindergarten	

The physical and mental learning environments are adapted for children with special needs pursuant to Chapter Five A of the Kindergarten Act, and this work starts two years before the start of school. The kindergarten that the child is attending is responsible for establishing contact with the school the child will be attending. It is important that all staff at the kindergarten and the school have knowledge of how particularly vulnerable transitions can be for these children.

Appendix



FORM 1

To be filled in by parents/guardians

1. Describe your child's strengths and interests:
2. Describe your child's social competence (friends/play):
3. Is there anything we should know about your child before he/she starts school? (If the pupil has received an expert assessment, the kindergarten is responsible for conveying information about this.)
4. Describe the child's independence in relation to getting dressed, going to the toilet and other activities of daily living:
5. What expectations do you as parents have for school and SFO?

I/We agree that the kindergarten can provide information given in this form to _____ school. Copy for parents and in the children's folder.

Trondheim, _____

Signature of parent/guardian

FORM 2

Form for the transfer of children from _____ kindergarten _____
to _____ school:

The purpose of the form is to supply the information the school needs to facilitate a good transition between kindergarten and school. The parents must give their consent by signing the completed form that is being sent to the school. This is a form for all school starters. If the child has distinct needs and/or needs for special educational assistance, procedures are described for this in the "Handbook for Special Educational Assistance" for Trondheim Local Authority.

Name and date of birth of the child: _____

Kindergarten: _____

1. Describe your child's strengths:
2. Describe your child's interests:

3. Describe your child's social functioning level and characteristics (empathy, cooperative attitude, self-assertion, self-control, accountability, problem-solving abilities):

4. Does your child have any special needs the school should be aware of?

5. Describe the child's independence in relation to getting dressed, going to the toilet and other activities of daily living:

I/We agree that the kindergarten can provide information given in this form to _____ school. Copy for parents and in the children's folder.

Trondheim, _____

Signature of parent/guardian

Literature/Research

- Kunnskapscenter for utdanning, 2015: Measures with Positive Impact on Transition from Kindergarten to School – A Systematic Review ISBN: 978-82-12-03458-7
- Språkløyper.no

Working Group

Kindergarten teacher, SIT kindergartens	Marianne Kjørkleiv Aune
First grade teacher, Ila School	Jartrud Lindø
Head of Department, SFO Nardo School	Roger Karlsen
Head of Department, Stavset School	Heidi Bjørnbet
Ped. Psych. Advisor, Lerkendal	Tone Merete Skogås
Director, Nissekollen Kindergartens	Monica T. Svalby
Ped. Leader, Sjetne Kindergarten	Grethe L. Endresen
Teachers Union Norway	Berit Baar Lian/Tone Jøssund
Teacher, Day School	Elin Thue Wiig
Counsellor, Early Development and Education	Kristin Gudim

Trondheim kommune
Rådmannen
Postboks 2300 Torgarden
7004 Trondheim

www.trondheim.kommune.no

m1448 • september 2018
Kommunikasjonsenheten

