

Transition to Kindergarten

**A small report on the situation
in the FR Germany**



Overview

- (Institutional) Background
- Transitions – usual practice
- Transitions – good practice
- Transitions – for improvement



(Institutional) Background

16 states,
all different in:
aims,
structures &
education
programmes

In common:

- education starts with birth
- twofold understanding of education



(Institutional) Background

Schoolish approach to
education
(teaching & learning)

Socio-pedagogical
approach to education
(proposing & self
forming of personality)

The difference is
school or non-school;

the difference is NOT
education or care!

Compare, please:
OECD Starting Strong
„educare“



(Institutional) Background

Primary school
for children
6 to 10/12
years of age

Pre-primary
for children

0 – 3 = crèches;

3 – 6 = kindergarten;

often combined;

New: 2-6 in kindergarten!

Same age classes



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Mixed age groups

Brussels, January 15th, 2013

Background – specifically transitions

- Transition to kindergarten = currently no issue - neither from family nor from crèche
- No overall guidelines for transitions; 3-6 y.
- Focus on transition to crèche and to school
- Exception: where 2-6 y.



Transitions – usual practice

Process of adaptation & alignment

- 'to become accustomed' to rules, routines etc.
- starts with enrolment: showing around the premises ...
- Days of 'open doors' or children as guests
- Welcoming games, name games, search games
- 'Godfather'-principle ...



Transitions – considered good practice

Co-constructive process

- opportunity to develop oneself as child
- process involving more than the single child: parents, pedagogues, institution ...

Compare, please: Children in Europe # 23 / 2012



Transitions – considered good practice

- One responsible person for each child; the service offers a person but the child chooses at last!
- The person might be a different to the contact person for the parents.
- Involvement of parents
- Pedagogical projects which 'see' the transition of the older children, too



Transitions – for improvement

Conceptual level:

Distinguish two settings:
to form a new group

OR

to integrate children
into an existing group

= balance between
individual and 'group'
targeted actions

Administrative level:

Acknowledgement of
responsibilities.

Administrative bodies can
facilitate transitions
e.g. by lower or no fees
during the transition
period.



Bedankt & merci !



Roger Prott, Berlin

Brussels, January 15th, 2013