



THE TRANSITION TO KINDERGARTEN

A GUIDE FOR
INTERSECTORAL
STAKEHOLDERS IN
THE ESTRIE REGION
TO PROMOTE
EDUCATIONAL
SUCCESS



PARTNERS

**FOR
EDUCATIONAL SUCCESS**

ESTRIE

(PROJET PRÉE)

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About Projet PRÉE

Partners for Educational Success Estrie (Projet Partenaires pour la réussite éducative en Estrie - Projet PRÉE) is the regional consulting authority on school perseverance and educational success in the Estrie region. Its mission is to promote school perseverance and educational success in young Estriens through the mobilization of inter-level and intersectoral stakeholders and the development of joint initiatives. For more information, see our website: reussiteeducativeestrie.ca.

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List of acronyms

CIUSSS de l'Estrie-CHUS → Centre intégré universitaire de santé et de services sociaux de l'Estrie - Centre hospitalier universitaire de Sherbrooke

CPE → Educational childcare centre (*Centre de la petite enfance*)

CSHC → Commission scolaire des Hauts-Cantons

CSRS → Commission scolaire de la Région-de-Sherbrooke

CSS → Commission scolaire des Sommets

DI-TSA-DP → Intellectual disability, autism spectrum disorder, physical disability (Déficience intellectuelle, trouble du spectre de l'autisme et déficience physique)

DPJ → Child protective services (Direction de la protection de la Jeunesse)

DPJE → Youth program department (Direction du programme Jeunesse)

DSPublique → Public health department (Direction santé publique)

EQDEM → Québec Survey of Child Development in Kindergarten (Enquête québécoise sur le développement des enfants à la maternelle)

ETSB → Eastern Townships School Board

GMF → Family medicine group (Groupe de médecine familiale)

HSMLD → Handicaps, social maladjustments or learning difficulties

MÉES → Ministère de l'Éducation et de l'Enseignement supérieur

MELS → Ministère de l'Éducation, du Loisir et du Sport

MFA → Ministère de la Famille et des Aînés

MRC → Municipalité régionale de comté

MSSS → Ministère de la Santé et des Services Sociaux

Projet PRÉE → Projet Partenaires pour la réussite éducative en Estrie

RAME → Réseau d'appui aux familles monoparentales et recomposées de l'Estrie

RSG → Family daycare manager (Responsable d'un service de garde en milieu familial)

SIPPE → Integrated Perinatal and Early Childhood Services (Services intégrés en périnatalité et pour la petite enfance)

FOREWORD

This guide about the transition to kindergarten for intersectoral stakeholders in the Estrie region was created in follow up to the 2016–2020 strategic alignment efforts of Partners for Educational Success in Estrie (Projet Partenaires pour la Réussite éducative en Estrie - Projet PRÉE) to support educational success and encourage youth to stay in school. Its goal is to provide intersectoral stakeholders with a resource to foster joint efforts between various sectors and to implement activities aimed at the transition to kindergarten.

Projet PRÉE is the regional consulting authority on school perseverance and educational success in the Estrie region. Its mission is to promote school perseverance and educational success in young Estriens through the mobilization of inter-level and intersectoral stakeholders and the development of joint initiatives.

In the winter of 2017, Projet PRÉE conducted a broad consultation among regional and local partners to identify organizational issues encountered in implementing actions aimed at supporting the transition to kindergarten of children in Estrie. The findings helped lay the groundwork for building, with the help of a committee partners, the Regional Action Plan for a harmonious first school transition 2017-2020.

The regional intersectoral school transition committee then began working on a guide to encourage the development of a shared vision of the transition to kindergarten. It also hoped that the guide would shed light on the implementation of school transition activities based on parameters borne out by research.

This guide is in keeping with the *Strategy From Birth To Age 8 – It's All About The Children* (MÉES, 2018)^[1] and is part of a strategy to ensure that children transition smoothly between educational environments. It should be considered complementary to the *Guide for Supporting a Successful School Transition* (MELS, MFA, MSSS, 2010)^[2] in that it provides a regional flavour.

THE GOAL OF THIS GUIDE IS TO PROVIDE INTERSECTORAL STAKEHOLDERS WITH A RESOURCE TO FOSTER JOINT EFFORTS BETWEEN VARIOUS SECTORS AND TO IMPLEMENT ACTIVITIES AIMED AT THE TRANSITION TO KINDERGARTEN.

WHO IS THIS GUIDE FOR?

This guide is intended for community stakeholders involved with children and families, including people working in educational childcare services, schools, health and social services, family community services, municipal services, and any other organization involved with children or parents. The document is aimed at both managers and front-line workers, including teachers, educators, school administrations, social workers, childcare managers, etc.



WHY IS THIS GUIDE NECESSARY?

Since 2010, various documents published in Québec by government agencies^a have stressed the importance of guiding parents and their children as they enter the school system for the first time. Schools, educational childcare services, community organizations, and public agencies have also taken steps to put activities in place to support students entering the system. Today, many children and parents are benefiting from these activities.

However, despite the progress made over the past 10 years, challenges remain, such as to:

- better reach and support the involvement of children and families who do not have easy access to services, live in vulnerable circumstances, have not attended educational childcare services, do not speak French as their mother tongue, or come from immigrant backgrounds;
- foster a common vision among intersectoral stakeholders;
- continue efforts to encourage communication and cooperation among intersectoral stakeholders;
- improve coordination of various activities within territories;
- improve services to meet the needs of all families by ensuring activities vary sufficiently in their intensity and diversity.^[3]

Entering school goes quite smoothly for most children; but according to one study, between 8 and 21 percent of children have trouble adapting to school.^[4] Moreover, data from the *Québec Survey of Child Development in Kindergarten 2017 (EQDEM)* showed that nearly one in three children (29%) in the Estrie region is vulnerable in at least one developmental domain.^[5]

This guide aims to help communities foster joint efforts around the issue of children entering school for the first time and activities that help this transition go smoothly for children and parents, in particular for families living in vulnerable circumstances.^b

ACCORDING TO ONE STUDY, BETWEEN 8 AND 21 PERCENT OF CHILDREN HAVE TROUBLE ADAPTING TO SCHOOL.^[4]

^a *Guide for Supporting a Successful School Transition* (MELS, MFA, MSSS, 2010); *Brief Improving Early Childhood Education And Childcare For Preschool-aged Children* (Le Conseil supérieur de l'éducation, 2012) Document *Soutenir la préparation à l'école et à la vie des enfants issus de milieux défavorisés et des enfants en difficulté* (MELS, 2013).

^b The term "families living in vulnerable circumstances" refers to families in precarious socioeconomic conditions, who are more isolated, or who use services infrequently.



SECTION 1

TRANSITION TO KINDERGARTEN



WHAT IS THE TRANSITION TO KINDERGARTEN?

The transition to kindergarten refers to a child's movement from home to preschool – in other words, starting school.

School transition is defined as “a period during which children gradually adjust to a new physical, social, and human environment.”^[6]

Starting school marks a transition not only for children but also for their parents. A smooth start to school for both child and parent helps to develop positive attitudes and emotions toward the education system, which in turn promotes well-being and a sense of safety and trust.

A child's entry into school is part of an overall dynamic that involves many participants. In order for children to adapt to school and experience a sense of well-being, it is important that all these participants work together. This cooperation will provide children with continuity and consistency as they progress through school.

**STARTING
SCHOOL MARKS
A TRANSITION
NOT ONLY FOR
CHILDREN BUT
ALSO FOR THEIR
PARENTS.**

How is it different from school readiness?

“School readiness” refers to children’s overall development in various domains (motor, social, emotional, cognitive, and language skills) that result from their interactions with their environment.^[7]

The skills developed by children of preschool age support them in experiencing social and learning success at school. Children’s overall development, along with individual and family characteristics and early childhood experiences, affect their ability to adapt and their entry into school.

“SCHOOL READINESS” REFERS TO CHILDREN’S OVERALL DEVELOPMENT IN VARIOUS DOMAINS.

THE TRANSITION INTO PRESCHOOL IS AN IMPORTANT STAGE IN THE LIVES OF CHILDREN AND THEIR PARENTS. THIS INITIAL TRANSITION IS THOUGHT BY SOME TO BE THE MOST IMPORTANT ADAPTATIONAL CHALLENGE A CHILD WILL EXPERIENCE DURING THIS PERIOD.^[8]

Why is the transition to kindergarten important?

The transition into preschool is an important stage in the lives of children and their parents. This initial transition is thought by some to be the most important adaptational challenge a child will experience during this period.^[8]

Having a positive transition to kindergarten is related to a number of benefits for children, because it:

- is a determinant factor for future educational success;^[8, 9, 10, 11, 12, 13]
- leads to better results in literacy and numeracy;^[14]
- influences children’s participation, engagement, and motivation in classroom and school activities;^[15, 2]
- results in fewer absences and increases children’s openness to learning, leading to better academic and social results in both the short and long term;^[16]
- serves as a foundation for future transitions.^[2]

WHEN SHOULD TRANSITION TO KINDERGARTEN ACTIVITIES BE IMPLEMENTED?

Transition to kindergarten activities are planned and carried out over a period of just over 12 months. These can be divided into five key moments:^[2]

- Pre-registration (August to December);
- During registration (January to February);
- After registration (March to June);
- Around the time school starts (July to September);
- After school starts (October to November).

What are the objectives of these activities?

Transition to kindergarten activities have two main goals:

1. To establish, maintain, and improve communication and relations between the child, parent, and intersectoral stakeholders;
2. To act on the determinants of a smooth start to school.^[17]

Who are the transition to kindergarten activities intended for?

Transition to kindergarten activities are primarily aimed at children aged 4 and 5 who will soon be starting school, along with their parents.

The activities are also intended for the community, i.e., the various stakeholders and organizations who support children and families. A smooth transition to school does not depend solely on a child’s ability to adapt but also on the capacity of various stakeholders to work together to meet various needs.^[17]

TRANSITION TO KINDERGARTEN ACTIVITIES ARE PLANNED AND CARRIED OUT OVER A PERIOD OF JUST OVER 12 MONTHS.



SECTION 2

ENCOURAGING FAMILY PARTICIPATION

WHO SPECIFICALLY BENEFITS FROM TRANSITION TO KINDERGARTEN ACTIVITIES?

Research shows that certain groups of children have a higher risk of experiencing challenges related to starting school:

- Children from families living in vulnerable circumstances;^{c [18]}
- Children who experience learning or developmental problems;^[18]
- Children with handicaps, social maladjustments or learning difficulties (HSMLD);^[18]
- Children who have recently immigrated to Québec.^[18]

Experience in the field has led to the addition of two other groups:^d

- Certain children who have not attended an educational childcare service;
- Certain children who have turned 5 over the summer.

**RESEARCH SHOWS
THAT CHILDREN
FROM FAMILIES
LIVING IN VULNERABLE
CIRCUMSTANCES ARE MOST
IN NEED OF TRANSITION TO
KINDERGARTEN ACTIVITIES
AND BENEFIT MOST FROM
THESE ACTIVITIES,
BUT ACTUALLY RECEIVE
THEM THE LEAST.**

[9, 13, 16, 19]

^c The term "families living in vulnerable circumstances" refers to families in precarious socioeconomic conditions, who are more isolated, or who use services infrequently.

^d Information obtained from preschool teachers during a first school transition assessment conducted among stakeholders of the Val-Saint-François MRC in 2017.

HOW CAN CHILDREN AND PARENTS LIVING IN VULNERABLE SITUATIONS BE ENCOURAGED TO PARTICIPATE IN ACTIVITIES?



MOST CHILDREN OF FAMILIES LIVING IN VULNERABLE CIRCUMSTANCES TEND TO HAVE A FAVOURABLE IMPRESSION OF SCHOOL UPON ENTERING KINDERGARTEN.^[10]

TAKE ADVANTAGE OF THIS FAVOURABLE IMPRESSION AND OFFER CHILDREN ACTIVITIES THAT SUPPORT AND MAINTAIN THIS POSITIVE ATTITUDE TOWARD SCHOOL.

Adapting activities to reduce barriers to participation is key.

Outreach is needed to attract families living in vulnerable circumstances to participate in activities, but it is also essential that the activities be a positive experience. This will encourage them to take part in other activities, and, through word of mouth, attract other families from their entourage.

Based on taking a local approach, a number of factors encourage participation, particularly among families living in vulnerable circumstances:^[29, 30, 31, 32]

Accessibility

- Offer free or low-cost activities.
- Assist with transportation (financial or organizational).
- Offer a snack.
- Offer childcare services (for younger or older children).

Commitment

- Do not require a commitment to take part in many activities.
- Keep expectations realistic and avoid setting parents up for failure (e.g., giving them “homework” before or after the activity, or requiring regular attendance at a series of activities).

Communication

Adapt advertising

- Keep text to a minimum and favour images.
- Use simple language and short sentences.
- Disseminate information in languages used in the neighbourhood or territory (e.g., English, Spanish, Dari, Arabic).
- Emphasize conditions that will elicit participation (e.g., transportation assistance, child care services, free of charge).
- Use a diversity of promotional strategies for each activity.
- Post information in locations frequented by families (e.g., social networks, corner stores, waiting rooms, groceries, stores).
- Personally invite certain parents, and explain the activity's benefit for them or their children; take the time to check for barriers to participation and offer solutions if necessary (e.g., transportation). Examples of benefits: a chance to meet the teacher or a chance to meet future friends.

If the activity requires participants to register beforehand

- Limit the amount of information gathered on the registration form.
- Forward the registration form to intersectoral stakeholders so they assist with registration for the families they serve.
- Allow parents to provide registration information verbally.
- Allow different methods of registration (e.g., online, telephone).

During the activity

- Use simple vocabulary without being demeaning.
- Avoid handing out written material.
- Tell parents more positive things than negative things.
- Have a positive attitude toward the child (avoid making the parent feel that their child is being labelled).
- Contact organizations that work with immigrant families for access to interpreters.

Assistance

- Personally remind parents shortly before the activity begins to reduce barriers to participation (e.g., by solving transportation problems).

Acknowledgement

- Recognize the abilities and knowledge of all parents, emphasize the successes of parents living in vulnerable circumstances, and recognize what they can teach other parents. Give them credibility.
- Do not set yourself up as an expert.

Intersectoral cooperation

- Collaborate with intersectoral stakeholders who have already created bonds of trust with families (e.g., assistance with promotion, referrals, guidance).

A young child with dark skin and short hair is smiling broadly, wearing large, clear safety goggles and a white lab coat. The child's arms are crossed. The background is a chalkboard with faint, hand-drawn scientific diagrams, including a star, a planet with a ring, a triangle, and a diagram of a building or structure. A blue banner with white text is overlaid on the right side of the image.

SECTION 3

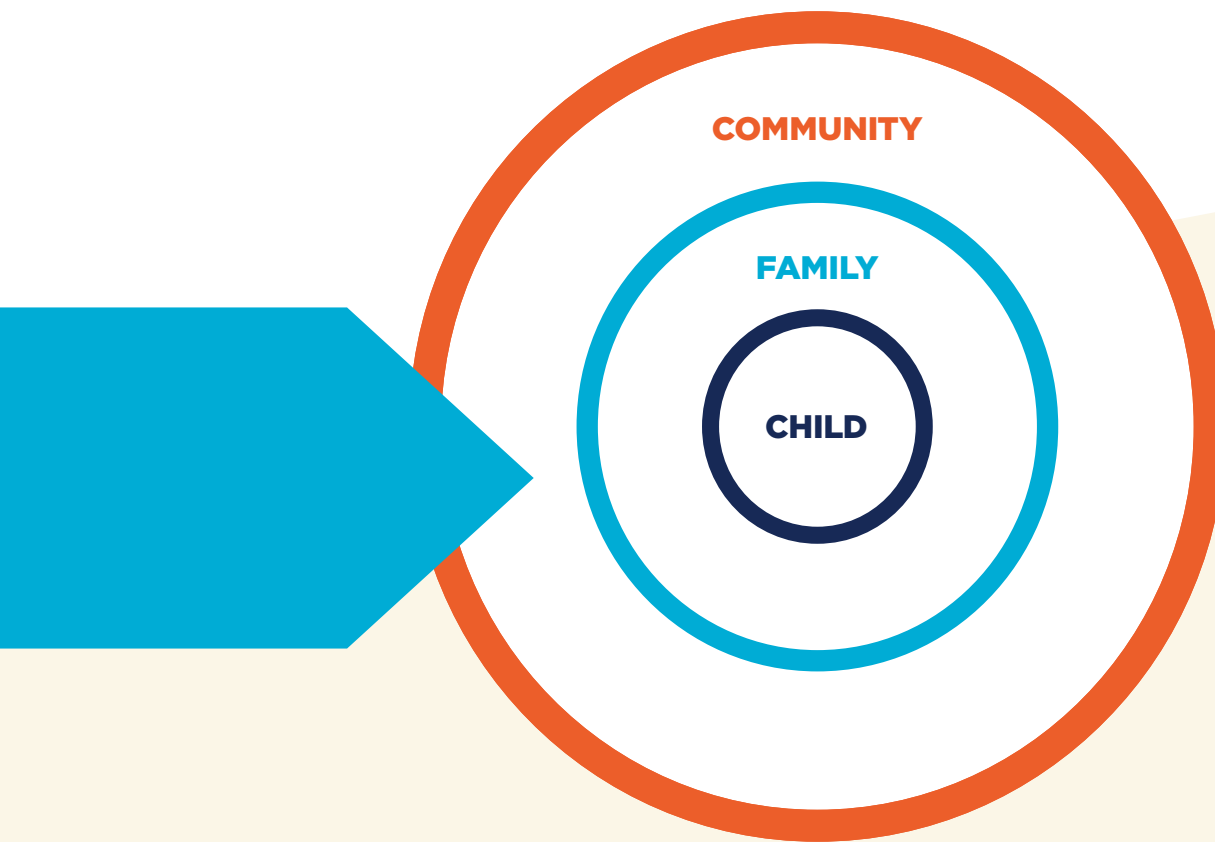
SCIENTIFIC KNOWLEDGE



WHAT DOES THE RESEARCH TELL US?

To identify key findings and the characteristics of effective activities for supporting the transition to kindergarten, we conducted a comparative analysis of the scientific literature published in the past 10 years. The contents are organized according to the ecological systems model.^[20] This was the most frequently cited model in the literature and is already in use by many intersectoral stakeholders in the early childhood sector.* Information about the child, family, and community will be presented, in that order. Examples of practices related to this science-based information will also be presented and organized around the five key moments for transition to kindergarten activities.

* Stakeholders working with local early childhood partner groups supported by Avenir d'enfants have used the ecological systems model to orient their local priorities and actions.



KEY MOMENTS



child

LEGEND

- E** = Education sector
C = Educational childcare services sector
F = Family community services sector
H = Health and social services sector
- M** = Municipal sector
B = Business sector
O = Other organization
A = All

SCIENTIFIC KNOWLEDGE

While group activities generate positive results,^[21] individual activities are even more beneficial.^[13]

The activity will be more effective if offered before school starts.^[22]

It is important to offer the activities to children from families living in vulnerable circumstances.^[22]

In the experiments conducted so far, girls tend to be more receptive than boys to activities aimed at the child-teacher relationship.^[15]

EXAMPLES OF INSPIRING PRACTICES ORGANIZED BY KEY MOMENTS AND SECTORS CONCERNED

PRE-REGISTRATION

DURING REGISTRATION

AFTER REGISTRATION BUT BEFORE SCHOOL STARTS

AROUND THE TIME SCHOOL STARTS

AFTER SCHOOL STARTS

Greet each child warmly when they register for school. **E**

Set up a table with games, toys, drawings, and books for the child to explore while the parent completes the forms. **E**

For families or children with special needs, set up an individual meeting involving the teacher, parent, child, and trusted partner as soon as possible before school starts. **E**

Establish personal contact between the teacher and the family either by phone, mail, or email before school starts. **E**

Provide assistance for families to encourage participation in activities. **E C F H O**

Offer activities targeted at the characteristics and needs of families. It is sometimes easier for a family living in vulnerable circumstances to take part in a group initiative with other families experiencing similar situations. **E C F H**

Offer personalized transition plans for children with specific needs. **E C F H**

Enrich and adjust activities according to gender-specific characteristics. For example, for child-teacher meetings, use games involving motor skills for boys or more active children. **A**

Activities offered directly to children are those with the greatest impact. ^[13]	Offer activities that directly involve the child, such as classroom visits or activities with the teacher and parent before classes start. A		
It is important to introduce children to their new environment before the official start of school. ^[11]	Open up schools so that community activities can be held both inside and on the school grounds. Examples include town festivities, evening sports events, or movie nights in the gym. A		
Activities carried out in the school have a greater impact than those that take place elsewhere. ^[15]		Offer a summer camp before school starts. E M	
Ask educational authorities to hold activities in schools (e.g., activities organized by educational childcare services in the school, parent/pre-schooler activities organized by community organizations offered in the school's gym or cafeteria, etc.). A			



RESEARCH SHOWS THAT CHILDREN FROM FAMILIES LIVING IN VULNERABLE CIRCUMSTANCES ARE MOST IN NEED OF TRANSITION TO KINDERGARTEN ACTIVITIES AND BENEFIT MOST FROM THESE ACTIVITIES, BUT ACTUALLY RECEIVE THEM THE LEAST.

[9, 13, 16, 19]

Family

LEGEND

- E** = Education sector
- C** = Educational childcare services sector
- F** = Family community services sector
- H** = Health and social services sector
- M** = Municipal sector
- B** = Business sector
- O** = Other organization
- A** = All

SCIENTIFIC KNOWLEDGE

Parents play a vital role in a successful transition to kindergarten.^[9, 13, 22]

Families that feel prepared for the start of school have a positive influence on the experience of children in their first days of school.^[23]

Parents need to understand the expectations of the school system and their child's strengths and challenges with starting school.^[12]

To support parental participation, talk about the child's needs rather than their negative behaviour.^[22]

An activity's effects will be greater if the parents take part of their own accord or voluntarily.^[22]

Parental support may be compromised if the parent receives negative messages about their child in the first weeks of school.^[22]

According to Pianta's criteria, the most effective initiative is having the teacher visit the child's home.^[9]

The number of activities targeting school transition positively affects parental involvement. Parental involvement in turn has an effect on the child's academic results.^[22]

EXAMPLES OF INSPIRING PRACTICES ORGANIZED BY KEY MOMENTS AND SECTORS CONCERNED

PRE-REGISTRATION	DURING REGISTRATION	AFTER REGISTRATION BUT BEFORE SCHOOL STARTS	AROUND THE TIME SCHOOL STARTS	AFTER SCHOOL STARTS
<p>Inform parents about the start of school and how school works so that they are equipped to reassure their children and, at times, be reassured themselves. A</p> <p>In preparing children who have stayed at home to enter school, engage with the parents to provide support, especially in identifying the child's strengths and challenges. E C F H O</p> <p>Promote parental involvement in an activity by referring to the needs of the child and the parents. Focus on how the activity will support them. E C F H O</p> <p>Respond to parental needs (e.g., adjust to changes in their emotional intimacy with the child, adjust to fewer interactions with the adult responsible for the child, better understanding of how the school operates, etc.). E C F H O</p> <p>Promote activities in conjunction with other stakeholders. This allows each stakeholder to discuss the various activities with parents and determine which best meets the needs of themselves and their parents. A</p> <p>Assist certain families when registering for school and taking part in activities (e.g., personalized classroom visits). C F H O</p>	<p>Heighten communication between the school and families with children who have trouble adapting to school in order to work more closely with the parents. E</p>	<p>Suggest a home visit to certain targeted families, if possible in conjunction with stakeholders that already have a relationship with the families. E F H</p>		
	<p>Offer a number of different activities at various times of the year so that every family can find at least one that meets their needs. A</p> <p>Discuss the transition to kindergarten during group or individual meetings with families whose children are entering the transition period. C F H O</p>			

<p>A family routine promotes a smooth school transition, since it better prepares children for the structure and rules of a classroom. The family routine during this adaptation period is also beneficial to parents.^[26]</p>	<p>Help families set a routine before and during the transition to kindergarten (e.g., fixed mealtimes, regular bedtimes, having a parent read to the child as part of the bedtime routine, etc.). C F H O</p> <p>Before school starts, let parents know the school's expectations in terms of snacks, lunches, dress code, rules, etc. C F H O</p>
<p>It is important to offer activities for parents and children that differ in terms of intensity, involvement, schedule, and design (individual, group, personalized, etc.) to better meet their needs.^[16]</p>	<p>Avoid gaps or an oversupply of activities by working in concert with intersectoral stakeholders. This way, there will be activities available to meet families' needs regardless of their situations. A</p> <p>Focus on offering a variety of activities to reach as many families as possible. For example, offer short-duration activities but offer them frequently; offer virtual meetings, Facebook meetings; offer meetings in the morning and the evening; offer closed groups for certain families; etc. A</p>
<p>Effective transition activities promote positive social relationships and interactions between key stakeholders – educator, teacher, and parents.^[24]</p> <p>Cooperation and communication among families, childcare services, and schools is a key condition for a successful school transition.^[24]</p>	<p>Use a communication tool that facilitates communication among educators, parents, and teachers, as this promotes a successful transition to kindergarten and helps children adapt by fostering service continuity (e.g., <i>Mon Portrait, Passage à l'école, La passerelle</i>). E C F H</p>
<p>Families living in vulnerable circumstances require special attention, particularly in terms of communication.^[9]</p> <p>Teachers see communication with parents as a positive factor in their relationship with students.^[25]</p>	<p>Establish more regular communication with families living in vulnerable circumstances, especially in the initial weeks, which often go well, in order to create a relationship (e.g., short, positive phone call to the home, a note about positive points in a comments notebook). Depending on the family's needs, weekly and sometimes daily communication may be necessary. E F H</p>
	<p>In communications, use clear writing, short sentences, translations into several languages if necessary, photographs, and pictograms, etc. A</p>
<p>It is more effective to have the child visit the kindergarten classroom with their parents before the first day of school.^[13, 22]</p>	<p>Offer personalized options to certain families to better meet their needs and encourage participation. Conducting an activity involving the child, parent, and teacher during the classroom visit will help establish a positive relationship. If possible have the child take home a souvenir of the moment (e.g., a photo with the parent and teacher, something they made, etc.). E F H</p>

Community

LEGEND

- E** = Education sector
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- A** = All

EXAMPLES OF INSPIRING PRACTICES ORGANIZED BY KEY MOMENTS AND SECTORS CONCERNED						
SCIENTIFIC KNOWLEDGE	PRE-REGISTRATION	DURING REGISTRATION	AFTER REGISTRATION BUT BEFORE SCHOOL STARTS	AROUND THE TIME SCHOOL STARTS	AFTER SCHOOL STARTS	
	Advocate for the importance of a smooth transition by: A					
	<ul style="list-style-type: none">• Providing training;• Valuing the role of everyone involved in welcoming children and parents (e.g., secretary, monitor, educators, service workers, etc.);• Assembling sufficient human, financial, and material resources to carry out the activities;• Recognizing that planning and implementing activities takes time;• Promoting the implementation of specific activities for certain families;• Supporting joint action and authorizing the participation of intersectoral school transition committees.					
	Ensure that the local education sector plays a leadership role among other sectors in supporting joint action around activities to promote a smooth school transition in the area. E					
Providing teachers with a list of students early in the year allows them to carry out more personalized activities for parents and students. ^[27]			Give teachers more time to prepare personalized activities, invite families, and adapt to the needs of children from families living in vulnerable circumstances. E			
Having an intersectoral school transition plan promotes the consistency and diversity of activities. ^[11]	Establish a school committee or network to carry out a collaborative transition plan, ensure that activities are planned jointly, make sure that activities are coordinated and diverse. The committee should include at least one parent to provide a parental point of view. A > See the section on working collaboratively (p. 20).					
Promoting activities through the community (municipal celebrations, groceries, libraries, municipal housing offices, etc.) is a factor in activities' success. ^[14]	Make use of venues frequented by parents in the community (e.g., corner stores, hospitals, promotional screens, libraries, drug stores, big-box stores, social networks, etc.). A					

<p>Communication among educators at childcare centres and school teachers appears to have the greatest effect on children's social skills in kindergarten.^[13]</p> <p>Support, mutual respect, trust, and a shared vision among childcare centre educators and school teachers are key factors in aligning the goals of childcare centres and schools.^[27]</p> <p>In communications between childcare educators and teachers, prioritize discussion of the education program, pedagogy, and the characteristics of children.^[27]</p>	<p>Recognize the specific expertise of educators and teachers in a complementary, egalitarian, and non-competitive vision (e.g., organize a happy hour for educators and teachers). A</p> <p>Initiate activities that help teachers and educators get to know one another or improve lines of communication as a way to help children adapt: E C F H</p> <ul style="list-style-type: none"> • Have educators and children visit the preschool class; • Have teachers visit the childcare centre; • Create communications tools (e.g., <i>Mon Portrait, Passage à l'école, La passerelle</i>); • Have teachers and educators meet to discuss strategies for supporting a specific child. <p>Hold meetings and discussions among teachers and educators to ensure that each party has a good understanding of the other's program. E C</p>		
<p>A low student/teacher ratio facilitates the implementation of activities.^[27]</p>		<p>Advocate a progressive start to school to support contact between students and teachers and help students adapt during the first days of school. E</p> <p>Focus on full days with half-sized groups so they can experience a complete routine, including lunch. Take this opportunity to visit all areas of the school. E</p> <p>If students attend afterschool childcare, take this into account in coordinating services and a progressive start to school. E</p>	
<p>Teacher training on school transition supports the implementation of activities.^[14]</p> <p>Joint training among childcare educators and kindergarten teachers promotes knowledge sharing and helps to develop a shared vision of school transition.^[14]</p>	<p>Provide training to support partnerships, promote consistency, and implement cooperative activities and communication tools. A</p> <p>Provide frequent and annual updates for stakeholders involved in the transition to kindergarten. A</p>		
<p>Having a transition team in the school in charge of coordination supports the success of activities.^[9]</p>	<p>Form a school transition team in charge of planning, partnering in, and implementing activities. > See the section on working collaboratively (p. 20).</p>		

HOW TO KNOW IF A SCHOOL TRANSITION IS SUCCESSFUL?





COMMUNITY

The teacher creates a respectful environment in the classroom. ^[18]

The teacher values individual differences and cultural diversity.

The teacher employs a range of experiences suitable for development.

The community provides support by creating positive transition experiences through greater cooperation and coordination among intersectoral stakeholders.

FAMILY

Parents take a positive attitude toward school and their child's learning. ^[18]

They play an active role at school, according to their abilities.

They have an opportunity to take part in decisions concerning their child.

They have good lines of communication with the teacher and others involved in the transition.

CHILD

The child is engaged in, enjoys, and looks forward to going to school. ^[18]

They have a positive attitude toward learning, school, their teachers, and their peers.

They retain their learning.

They acquire new academic and social skills.



SECTION 4

WORKING COLLABORATIVELY

WHY WORK COLLABORATIVELY?

A child's transition to school concerns the entire community. For children to be ready for school, it is essential that there be “‘ready schools,’ ‘ready families,’ and ‘ready communities.’”^[16]

Intersectoral stakeholders supporting the transition to kindergarten all have a role to play. However, despite existing methods for cooperation, many stakeholders observe:

- A lack of connections and information sharing;
- The interruption of certain child and family services when the child enters school;
- Stakeholders' lack of understanding of their counterparts' realities.^[18]

Cooperation among stakeholders is a key factor in creating continuity among educational experiences.^[18] This is why it is vital to know all the players involved.

**COOPERATION
AMONG
STAKEHOLDERS
IS A KEY FACTOR IN
CREATING CONTINUITY
AMONG EDUCATIONAL
EXPERIENCES.^[18] THIS
IS WHY IT IS VITAL
TO KNOW ALL THE
PLAYERS INVOLVED.**

WHO ARE INTERSECTORAL STAKEHOLDERS?

For a more comprehensive description of the various sectors and stakeholders, see Appendix A.



WHAT CAN EACH SECTOR CONTRIBUTE TO THE TRANSITION TO KINDERGARTEN?	PRIMARY CONTRIBUTIONS						
	EDUCATION SECTOR	EDUCATIONAL CHILDCARE SERVICES	FAMILY COMMUNITY SERVICES	HEALTH AND SOCIAL SERVICES	MUNICIPAL SECTOR	BUSINESS SECTOR	OTHER SECTORS AND ORGANIZATIONS
ENGAGE IN COLLABORATIVE ROUNDTABLES <i>Be involved, regularly or on a case-by-case basis, in roundtables in order to share expertise and work together to improve the transition to kindergarten.</i>	●	●	●	●	●		●
RAISE AWARENESS OF THE IMPORTANCE OF THE TRANSITION TO KINDERGARTEN <i>Have the power to spread the message of the importance of the transition to kindergarten in children's educational success.</i>	●	●	●	●	●	●	●
PROMOTE ACTIVITIES <i>Circulate information to encourage children and parents to take part in activities aimed at a successful school transition.</i>	●	●	●	●	●	●	●
IDENTIFY CHILDREN WITH SPECIAL NEEDS AND THEIR PARENTS <i>Use close relationships with children and parents to target children or families who face challenges.</i>	●	●	●	●			●
CONTRIBUTE TO AN OVERALL PICTURE OF CHILDREN <i>Be sufficiently engaged with children and their parents to gather relevant information about children.</i>	●	●	●	●			●
SUPPORT PARENTS TO IDENTIFY THEIR NEEDS <i>Talk with parents in order to identify their needs and those of their children with respect to starting school in order to better select suitable activities.</i>	●	●	●	●			●
PROVIDE PARENTS WITH GUIDANCE <i>Help parents by providing guidance and lowering barriers for individual or group initiatives aimed at a successful school transition.</i>	●	●	●	●		●	●
IMPLEMENT AN ACTIVITY <i>Be able to implement an initiative either jointly or individually.</i>	●	●	●	●	●		●
COOPERATE IN ACTIVITIES <i>Contribute to the implementation of activities. This contribution provides added value to transition to kindergarten activities.</i>	●	●	●	●	●	●	●

WHAT ARE THE BENEFITS OF WORKING WITH DIFFERENT SECTORS?



Each sector involved in the transition to kindergarten has a specific and vital contribution to make. Joint efforts build capacity to meet the needs of all children and their parents. Improving activities that support a successful school transition relies on using everyone's strengths and working together.

The benefits of working with the **EDUCATION SECTOR** include:

- Leadership in consensus building;
- Leadership in creating school/community partnerships;
- Support in providing liaison, in communications, and in activity organization;
- Access to schools for activities carried out by other sectors;
- Support in opening schools after class hours or on weekends;
- Others.

The benefits of working with the **EDUCATION CHILDCARE SERVICES SECTOR** include:

- Support in creating and transferring relationships among children, families, and teachers;
- Ability to identify children and families with special needs/challenges;
- Ability to inform and reassure parents about the transition to kindergarten (activities, expectations of school, etc.);
- Ability to identify avenues of intervention that help children integrate into the school environment;
- Others.

The benefits of working with the **FAMILY COMMUNITY SERVICES SECTOR** include:

- Ability to raise awareness among, inform, and guide families that rarely use services or whose children have not attended an educational childcare centre;
- Support in understanding the needs of families living in vulnerable circumstances and of how best to approach them;
- Others.

The benefits of working with the **HEALTH AND SOCIAL SERVICES SECTOR** include:

- Leadership in creating personalized transition plans for specific clients (autism spectrum, intellectual disability, physical disability, etc.);
- Ability to raise awareness, to inform, and provide guidance to families living in vulnerable circumstances;
- Ability to support the school transition by orienting and providing services to children and families;
- Support in creating and transferring relationships among children, families, and teachers;
- Expertise in specific problems;
- Others.

The benefits of working with the **MUNICIPAL SECTOR** include:

- Ability to contact many families to help raise awareness of and promote activities that support the transition to kindergarten;
- Established partnerships between schools and the municipality to hold recreational or municipal events in schools that give families a chance to become familiar with the school environment;
- Ability to act, in conjunction with schools, to set up school transition summer camps;
- Ability to spread the message of the importance of the school transition and integrate it into its family policy;
- Ability to support and promote school transition activities through the municipal library;
- Others.

The benefits of working with the **BUSINESS SECTOR** include:

- Support, through work/life balance measures, for enhancing the participation of parent employees in transition to kindergarten activities;
- Ability to raise awareness and offer promotional opportunities to reach numerous parents;
- Others.

The benefits of working with **OTHER SECTORS AND ORGANIZATIONS** include:

- Ability to recognize, raise awareness, inform, and guide families experiencing various problems or challenges with respect to the transition to kindergarten;
- Others.

WHY CREATE TERRITORIAL INTERSECTORAL COMMITTEES FOR THE TRANSITION TO KINDERGARTEN?

Cooperation requires a forum for discussion and sharing around a common goal. We therefore recommend forming intersectoral committees to build consensus around the transition to kindergarten. Local roundtables around school transition have demonstrated the need for all sectors to have representation at the table in order to open lines of communication, facilitate the organization of activities, and encourage families to participate.

Several territorial school transition committees exist already in the Estrie region. The authors suggest various roundtable models, in particular the Montérégie reference framework for a smooth school transition, which offers a model adapted for Québec.^[17]



What is a collaborative school transition plan?

A collaborative school transition plan must come out of an intersectoral process. Its goal is to align practices and support collective efforts in order to improve activities and meet all the needs of children and their parents, in particular those living in vulnerable circumstances.

A collaborative school transition plan:

- Confirms a shared vision of the transition to kindergarten;
- Validates and specifies the concerns and priorities conveyed by the territorial transition committee;
- Comes together around an approach that fosters the participation of families;
- Analyzes the diversity, strengths, redundancies, lacks, or gaps in services for the transition to kindergarten;
- Specifies partnerships and respective roles for activities;
- Supports best school transition practices.

To help in creating an overview of existing activities, a model analysis chart appears in Appendix B. You can also consult a model of activities resulting from a collaborative school transition plan in Appendix C.

What are the factors that promote cooperation and intersectoral partnerships?

Working collaboratively across sectors has certain challenges. Intersectoral committees in charge of school transition plans will find that the following factors boost efficacy:

- Having a shared vision of the transition to kindergarten;
- Bringing together all school transition stakeholders;
- Clarifying each player's role (contribution and value-add);
- Recognizing each player's expertise within an egalitarian perspective;
- Creating a working climate that promotes discussion and cooperation;
- Establishing effective methods of communication;
- Sharing responsibilities;
- Ensuring that there are sufficient financial, human, and material resources to put activities in place;
- Putting in place an evaluation process or producing a post-mortem.

A list of questions to support intersectoral cooperation appears in Appendix D.

What are the conditions that support the implementation of activities?

The *Guide for Supporting a Successful School Transition* (MELS, MFA, MSSS, 2010) is an excellent resource that outlines and explains six broad principles supporting successful transition practices:^[2]

1. Recognizing that parents are primarily responsible for their children's education;
2. Sharing responsibility for a successful transition among stakeholders through collaborative practices;
3. Continuously planning, organizing and assessing transition activities;
4. Recognizing the time required and providing the necessary resources;
5. Involving everyone who knows the child and tailoring transition practices to the child;
6. Recognizing that starting school is a determining factor in the child's development.

What are the barriers to implementing transition activities?

To create optimal conditions for implementing activities over the long term, it is vital to eliminate any barriers, which include:

- Lack of funding to compensate for the extra work (preparation time, consultative meetings, facilitation);
- Lack of communication among stakeholders both within organizations (service workers and managers) and across sectors;
- Late registrations;
- Difficulty in reaching families living in vulnerable circumstances;^[6, 24]
- Lack of parental participation in the transition process.^[8]



HOW CAN I PROMOTE THE IMPORTANCE OF THE TRANSITION TO KINDERGARTEN IN MY ORGANIZATION?

Every organization can improve its practices and partnership efforts in supporting the transition to kindergarten. Within organizations, mobilization can be driven by both managers and front-line workers. Here are some suggestions that can be implemented within an organization:

- Raise awareness of the importance of the transition to kindergarten by sharing and presenting existing documentation on the topic;
- Request training that specifically covers the transition to kindergarten;
- Create or sit on a school transition committee in order to coordinate activities;
- Draw up an annual overview of activities;
- Reflect on how to improve activities by incorporating scientifically proven features (see Section 3: Scientific Knowledge);
- Reflect on how to improve various aspects of activities (promotion, encouragement to participate, partnership, diversity, connection with vulnerable families, needs of families, etc.);
- Discuss activities to support the transition to kindergarten during staff meetings;
- Appoint a liaison officer to sit on local transition committees and relay information.

**MOBILIZATION
CAN BE
DRIVEN BY BOTH
MANAGERS AND
FRONT-LINE
WORKERS.**

SECTION 5

EXAMPLES OF COLLABORATIVE ACTIVITIES IN THE ESTRIE REGION

THIS SECTION
DESCRIBES
EXAMPLES OF
ACTIVITIES CARRIED
OUT IN PARTNERSHIP¹
IN THE ESTRIE
REGION.



PICNIC FOR FUTURE KINDERGARTEN STUDENTS

EDUCATION SECTOR

EDUCATIONAL CHILDCARE
SECTOR

FAMILY COMMUNITY
SERVICES SECTOR

Teachers from several schools in the Commission scolaire de la Région-de-Sherbrooke (CSRS) invite children and their parents to a family picnic in the schoolyard during a day of classes or a professional development day in June. Neighbourhood childcare centres and staff from community organizations (e.g., Amis du quartier, Réseau d'appui aux familles monoparentales et recomposées de l'Estrie [RAME]) help promote the activity and are allowed to attend the picnic along with parents. Several activities are organized to create a welcoming atmosphere, such as story-telling, face-painting, and physical games. The informal setting allows teachers to make individual contact with each child and their family. At the end of the activity, each child is lent or given a book, which they can present in class during the first days of school. The child will also reencounter the play equipment they explored during the picnic (e.g., tunnels, rings, balls, stilts, etc.).

PREPARATION FOR AND TRANSITION TO KINDERGARTEN⁹

EDUCATION SECTOR

SANTÉ ET DES SERVICES
SOCIAUX

The intellectual deficiency, autism spectrum disorder, and physical disability program of the Centre intégré universitaire de santé et services sociaux de l'Estrie - Centre hospitalier universitaire de Sherbrooke (CIUSSS de l'Estrie - CHUS) created a program to support the transition to school. The program involves forming groups of children, based on their profiles and needs, and to work on abilities and skills that will help them adapt to the school environment. Activities with the children are carried out in a school over the summer before the school starts in order to best reflect a real school setting. Currently, CIUSSS de l'Estrie - CHUS is working with the CSRS and has carried out activities in Sylvestre, Quatre-Vents and Le Touret schools. However, this type of activity could also be offered in other school boards. Since the activities take place in the school facilities (e.g., classrooms, gym, schoolyard, etc.) the children familiarize themselves with the school environment while having fun.

COMMUNICATION TOOLS BETWEEN THE EDUCATIONAL CHILDCARE SECTOR AND THE EDUCATION SECTOR

EDUCATION SECTOR

EDUCATIONAL CHILDCARE
SECTOR

FAMILY COMMUNITY
SERVICES SECTOR

HEALTH AND SOCIAL
SERVICES SECTOR

Early childhood partnership groups in the MRCs of Memphrémagog, des Sources, du Granit, Haut-Saint-François, and Coaticook developed a method of transmitting information about a child's development. The tool collects information on the child's development, strengths, and challenges, along with successful strategies for working with the child. The tool is completed in May or June by educators, family daycare centre managers, significant service workers, and parents. With the parents' permission, it is sent to school staff to foster continuity in the educational services received by children.

ONGOING PRESENCE OF THE SIPPE EDUCATOR WHEN A CHILD ENTERS SCHOOL

EDUCATION SECTOR

HEALTH AND SOCIAL
SERVICES SECTOR

At CIUSSS de l'Estrie - CHUS and at the CSRS, families using Integrated Perinatal and Early Childhood Services (SIPPE) receive special support. If a child starting school has special needs, the special needs educator assigned to the family will continue to monitor the child until October 1. This support is aimed at helping both parents and children adapt to starting school. The educator already knows the child and the family and has previously established a relationship of trust, and is thus a key person for sharing information that will help the child adapt to school. With the parents' permission, the educator may discuss the case with the teacher to facilitate the transition if necessary.

⁹ The working committee compiled these examples based on discussions with regional stakeholders and using a chart geared toward activity diversity.

⁸ This activity includes both school preparation or "school readiness" and school transition phases.

BOOHOO/YAHOO BREAKFAST

EDUCATION SECTOR

On the first day of school at St. Francis Elementary in the Eastern Townships School Board (ETSB), the Parent Participation Organization organizes a breakfast for the parents of children entering school for the first time. For parents, the event is a chance to talk to other adults in the same situation as themselves and a perfect opportunity for new parents to ask questions or voice their concerns to other parents who have experienced the transition. The activity helps to create bonds among parents, reassure them, normalize the school transition, and create a welcoming and safe environment in the school.

LUNCHBOX DAY

EDUCATION SECTOR

EDUCATIONAL CHILDCARE
SECTOR

At the Chez tante Juliette childcare centre in Stoke, the 4- and 5-year-old age group attends lunch with the school at the same time as the other children. Accompanied by their educator, the children bring their lunchboxes and eat in the cafeteria during the lunch period. This activity familiarizes the children with the cafeteria and the school's lunchtime atmosphere. Parents are also involved in the activity because they prepare their child's lunch. To assist and inform parents, the daycare conveys several instructions from the school regarding the types of preferred foods (e.g., fruits, vegetables, cheese, etc.). The activity also helps parents understand how lunches at the school work and what this will mean for them at home.

MA CABANE À L'ÉCOLE

EDUCATION SECTOR

EDUCATIONAL CHILDCARE
SECTOR

FAMILY COMMUNITY
SERVICES SECTOR

OTHER ORGANIZATIONS

The Maison de la famille Les Arbrisseaux offers a program that takes place around the time children are registered for school. Several education sector stakeholders and a local association of early childhood partners (ValFamille) are involved in the program, which takes the form of a fun sugar shack event at the school. In addition to a meal, various other activities are offered, such as a school bus ride, hide-and-seek in the school's classrooms, a gift book given to future students, and door prizes (school bag with school supplies). Parents and children get a chance to enter the school, visit the premises, and meet the kindergarten teacher and the principal in an informal setting. Special outreach efforts are made with families living in vulnerable circumstances (e.g., free of charge, help with transportation, brothers and sisters welcomed, promotion by the school at registration time, telephone contact several weeks before the event, etc.).

ENSEMBLE EMPLOYEURS-PARENTS/ PASSE-PARTOUT

EDUCATION SECTOR

BUSINESS SECTOR

The Commission scolaire des Hauts-Cantons (CSHC) can count on cooperation from employers in the MRC of Du Granit in facilitating parental participation in the *Passe-Partout* program. Following meetings with employers some years ago, the project team was able to demonstrate the importance of the transition to kindergarten for children and their parents. Through these efforts, employers have become aware of the importance for parents of being able to support their children's first steps toward school and facilitate the transition to kindergarten. To encourage participation in *Passe-Partout*, parents are allowed to attend this event by electing to take the day off or to make up missed hours at work.



BOOK BAG BUDDIES

EDUCATION SECTOR

EDUCATIONAL CHILDCARE
SECTOR

FAMILY COMMUNITY
SERVICES SECTOR

The ETSB elementary schools organizes a number of activities for children in family daycares, activities such as songs, reading, and games in the gym. Participants in these activities go to the school along with their daycare attendant. The school's grade 4 students take part in the activities by, for example, reading stories. Each visit introduces the children to a new area of the school, such as the gym or the library. After each visit, a backpack filled with items such as books, jigsaw puzzles, scissors, and glue sticks is lent to the daycare attendant, who allows each family to take them home in turn.

A DAY AT KINDERGARTEN VIDEO

EDUCATION SECTOR

OTHER ORGANIZATIONS

The MRC des Sources early childhood organization Partenaires pour la petite enfance produced, in collaboration with the École primaire Masson of the Commission scolaire des Sommets (CSS), a [video](#) that helps children familiarize themselves with the routines of kindergarten and better understand what it means. The video presents a day at the school, allowing parents, childcare educators, home daycare managers, and significant service workers to demystify the mental image of school that children may have created, lessen their anxiety and stress, and reassure them. The video can easily be used to kick off a discussion of the various routines it portrays. Several different viewings and discussions of various aspects of the new school environment are recommended. The video can also be used to discuss the start of school with parents who have trouble reading.





CONCLUSION: **ONE MOTHER'S WORDS**

I am a mother who had the honour of being invited to sit on the working committee for the production of this guide.

IF I HAD TO SUMMARIZE THE GUIDE'S CONTENTS, I WOULD SAY "EVERYTHING DEPENDS ON THE BONDS THAT ARE CREATED" WITH THE SCHOOL, THE COMMUNITY, OR A PERSON OF TRUST. IN MOST CASES, THE DOORWAY TO CREATING THIS BOND IS THE PARENT.

You meet all sorts of parents, from the hyperactive parent who has been preparing for this transition since the positive pregnancy test, to the reluctant parent who wants nothing to do with school until their child's first day, because their own memories of school are bad. Between these two poles, there are as many types of parents as there are children, which means there can't be a single way of doing things, and it can't all be done by a single sector.

So anyone involved with a parent whose child is transitioning to kindergarten can have an influence by helping them discover school with their child in a positive light and by adjusting to their needs.

ANYONE INVOLVED WITH A PARENT WHOSE CHILD IS TRANSITIONING TO KINDERGARTEN CAN HAVE AN INFLUENCE.

"I was happy to go to school because I wanted to be like my cousins."

- Isaac, 10 years old

"I don't want to go to school. I just want to go to daycare, because I don't really know the school."

- Cédric, 3-and-a-half years old

"I liked it better at Passe-Partout because there were more toys than in kindergarten. On my first day of school, I was scared because there were a lot of people I didn't know."

- Maxence, 5 years old

"When I met my teachers and saw what kindergarten would be like, it was OK."

- Christophe, 8 years old



APPENDICES

APPENDIX A:

Sectors, institutions, and stakeholders that could be involved in the transition to kindergarten

SECTOR	INSTITUTION	STAKEHOLDER
EDUCATION	<ul style="list-style-type: none"> • School board • Elementary school • School childcare service 	<ul style="list-style-type: none"> • Directors general of school boards • Deputy directors general of school boards • Directors of educational services • Directors of complementary services • Pedagogical consultants • Elementary school principals • Kindergarten/preschool teachers • School childcare service managers • Complementary services workers (speech therapist, psychologist, psycho-educator, social worker, specialized educator, social work technician, etc.) • Support staff (secretary, monitor, janitor, childcare staff) • Passe-Partout managers or facilitators • Governing boards • Parent Participation Organizations • Etc.
EDUCATIONAL CHILDCARE SERVICES SECTOR	<ul style="list-style-type: none"> • Educational childcare centre (CPE) • Home childcare centre • Home childcare coordinating office • Daycare centre 	<ul style="list-style-type: none"> • Directors of coordination bureau • Directors of CPE • Board of directors • Pedagogical support officers • Educators • Home daycare managers • Etc.

SECTOR	INSTITUTION	STAKEHOLDER
FAMILY COMMUNITY SERVICES SECTOR	<ul style="list-style-type: none"> • Family Services Centre • Big Brothers Big Sisters of Estrie • <i>Maison des Grands-Parents de Sherbrooke</i> • <i>Réseau d'appui aux familles monoparentales et recomposées de l'Estrie</i> • Etc. 	<ul style="list-style-type: none"> • Directors • Service workers • Board of directors • User committees • Etc.
HEALTH AND SOCIAL SERVICES SECTOR	<ul style="list-style-type: none"> • CIUSSS de l'Estrie – CHUS 	<ul style="list-style-type: none"> • Youth program department (DPJE) • Public health department (DSPub) • Child protective services (DPJ) • General services department for family medicine group (GMF) and local intervention services • Directors of intellectual disability, autism spectrum disorder, and physical disability programs (DI, TSA, and DP) • Department heads • Clinical supervisors • Clinical specialists • Professional coordination assistants • Executive assistants • Doctors • Nurses • Dental hygienists • Community organizers • Speech therapists • Educators • Social services workers (social worker, psycho-educator, psychologist, etc.) • Nutritionists • Occupational therapists • Physiotherapists • User committees • Etc.
MUNICIPAL SECTOR	<ul style="list-style-type: none"> • MRC • Municipalities • Municipal establishments (libraries, leisure departments and centres) 	<ul style="list-style-type: none"> • MRC general director • MRC staff • Mayor • Municipal councillors • Municipal staff, including librarians, development agents • Seniors or family policy committees • Etc.
BUSINESS SECTOR	<ul style="list-style-type: none"> • Businesses 	<ul style="list-style-type: none"> • Managers • Board of directors • Etc.
OTHER SECTORS, STAKEHOLDERS, OR ORGANIZATIONS	<ul style="list-style-type: none"> • Accommodation and housing with psychosocial service worker (Villa Marie-Claire, Villa Pierrot, Concerto, OMH, etc.) • <i>Services d'aide aux Néo-Canadiens (SANC)</i> • <i>Soutien aux familles réfugiées et immigrantes de l'Estrie (SAFRIE)</i> • Community Learning Center (CLC) • Literacy centre • Immigration organization • Popular education centre • Etc. 	<ul style="list-style-type: none"> • Directors • Service workers • Community officer • Etc.

PARAMETERS FOR PAINTING A PORTRAIT OF ACTIVITIES AND THEIR DIVERSITY					
ACTIVITIES	A	B	C	D	E
NAME OF ACTIVITY					
NAME OF ORGANIZATION RESPONSIBLE					
ORGANIZATION PARTNERS					
A. KEY MOMENT					
Pre-registration (August to December)					
During registration (January to February)					
After registration (March to June)					
Around the time school starts (July to September)					
After school starts (October to November)					
B. SCOPE					
Familiarization with the premises					
Familiarization with how the school works					
Familiarization with the school's staff					
C. COOPERATION					
Carried out alone					
Carried out in partnership					
D. TARGET CLIENTELE					
Child					
Parent					
Stakeholder					
E. TIME					
Morning					
Afternoon					
Evening					
F. TYPE OF INITIATIVE					
Universal					
Targeted					

ACTIVITIES	A	B	C	D	E
G. STRUCTURE					
Individual/personalized					
Group					
H. INTENSITY					
Once					
Several times					
Many times					
I. CHILDREN REACHED					
Children in CPEs or daycares					
Children in home childcare centres					
Children who stay at home					
J. ABILITY TO REACH VULNERABLE FAMILIES					
None					
Somewhat					
Moderate					
High					
Unknown					
K. PROMOTIONAL VENUES					
School					
Educational childcare centres					
Public or community organization					
Community					
Municipality					
L. INCENTIVES TO PARTICIPATE					
Free of charge					
Transportation assistance					
Childcare services					
Partnership with stakeholders who have relationship of trust					

APPENDIX C:

Model Collaborative School Transition Plan





APPENDIX D:

Questions to support intersectoral cooperation and practices.^[28]



SHARED VISION

→ Do stakeholders have a shared vision of the transition to kindergarten (concept, importance, parameters shown to be effective, etc.)?



COMPOSITION

→ Are any key stakeholders missing to foster intersectoral cooperation on the transition to kindergarten?

→ How can these stakeholders be encouraged to participate?



CLARIFICATION OF ROLES

→ Does each stakeholder understand their own role and those of the others?



RECOGNITION OF EXPERTISE

→ Is the specific expertise of each stakeholder known and acknowledged?

→ Do the parties share a complementary, egalitarian, and non-competitive vision?



COMMUNICATION

→ Does the working climate contribute to successful cooperation?

- Positive relationships
- Ability to express different points of view
- Discussions of divergences and seeking common ground

→ Are the methods of communication effective within organizations and across sectors?



SHARING OF RESPONSIBILITY

→ Are responsibilities shared among the various stakeholders?

→ Is one person in each organization clearly identified to promote and follow up on cooperative actions?



RESOURCES

→ Do financial, human, and material resources allow activities to be carried out (for both cooperative efforts and those within each organization)?



EVALUATION

→ Does the organization conduct an evaluation (internal or external) of the activities in terms of both cooperation and the intersectoral school transition plan?

RÉFÉRENCES

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