



Positive impact on children

- Feel welcomed in the new environment
- Increased well-being and learning opportunities
- Less emotional stress in transition
- Positive new social experiences
- Recognised in their holistic development, caring and learning needs:
- Feel safe, cared for in order to explore autonomously
- Feel positively supported to develop and grow
- Are more at ease as there is continuity between school and home – parents and teachers know each other and trust each other
- Feel that they belong to the educational community and broader society

Positive impact on families

- Experiences trust to deal with the uncertainty of a new phase
- Feels supported by staff in anticipating transitional moments and not pressured into making their child school ready
- Is reassured which in turn has a positive impact on the child
- Feel understood that this is a new, exciting yet sometimes worrying phase
- Feel welcomed
- Feel comfortable to asks questions to the staff
- Feel valued and recognised in their parental role
- Feel that they also belong to the educational community and broader society
- Trust ensures that parents also send their children regularly to pre-school and primary school which in turn enhances their learning opportunities.

Positive impact on ECEC and primary school staff

- Understands the positive and negative emotions children and parents can experience in transition
- Sees the child and families as they are, have real encounters with them based on genuine interest
- Starts from the image of a rich, competent child
- Has positive views on multiple identities and multi-lingualism of children and families
- Feel sure enough to deal with diversity
- Sees the children and parent as indispensable partner
- Sets the conditions so children and parents feel comfortable to talk and speak up
- Is able to regularly dialogue with parents on learning and caring needs
- Has a shared responsibility on transition with other professionals
- Is able to do external work and develop relational expertise to work with other professionals
- Questions institutional logic and engrained practices
- Understands the importance of reflection and research as part of practice