

## Reflective method: Remembering the Future regarding Smooth and Inclusive Transitions

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CPD is often analyzed as an individual phenomenon. However, the organizational changes cannot be implemented without the communal element. Therefore, both individuals and communities must learn to improve the educational and working practices.

In the vertical transitions, different institutional and working cultures typically encounter. The situation may show up various cultural beliefs regarding the function of the institutions taking part of the transition, the child and her/his learning, as well as the parent's position in the institutional practices. In addition, the various power positions of the professionals working in the institutions may be revealed in the transition situations.

The above-mentioned aspects can be used as a resource of the communities' professional development. They can also build significant obstacles to developing the shared visions and joint practices. Thus, the professionals must develop the consciousness of the key elements that either support or avoid their work to develop the smooth transitions.

The activity called *Remembering of the Future regarding Smooth and Inclusive Transitions* can be used in the activities in which two organizations, for example pre-primary unit and primary school unit, are developing their knowledge and practices towards smooth and inclusive transitions. The activity has originally been developed by Finnish researchers in the context of the open dialogue approach (see more Seikkula & Arnkil 2009). It can be used in various situations in which the cultural and historical organizational boundaries should be crossed. The idea of the activity is to look at the future and 'remember' the possible futures. By doing this, the various beliefs and expectations taking place in the participating communities become visible. The activity can start by a short instruction like the following one.

*Imagine yourselves to the year 2025. You have just received recognition that you have managed to build truly successful transitional practices from pre-primary education to primary education. Remember what happened when you were doing this work to develop the transition practices together. What kind of obstacles did you face along your journey, how did you manage to solve the puzzles that occurred, and how were you able to draw on each other's different knowledge on your journey?*

During the activity, the professionals from both organizations can listen each other's expectations, suspicions, dreams, wishes and the practicalities that may have influence on the planned joint activities. The discussion can be interpreted as a narrative that gives a fruitful possibility to understand the CPD environment. These narratives can be seen tools which are made and remade by participants as they together attempt to make meaning in a changing landscape of working practices. The narrative tool holds together the collective and creative envisioning of the future that shapes versions of the present. These narratives become tools which are made and remade by participants as they together attempt to make meaning in a changing landscape of working practices. The narrative tool holds together the collective and creative envisioning of the future that shapes versions of the present. Vygotsky writes about "collective creativity" which he sees as combining "all those drops of individual creativity that frequently are insignificant in themselves". It is the idea of collective creative envisioning of the future that is at the core of what we have found successful leaders to be doing as they take forward organizational change. (See more Edward & Thompson 2013.)

## References

Edwards, A. & Thompson, M. (2013). Resourceful leadership: revealing the creativity of organizational leaders. In A. Sannino & V. Ellis (Eds.), *Learning and Collective Creativity: Activity-Theoretical and Sociocultural Studies* (pp. 49–64). London: Routledge.

Seikkula, J. & Arnkil, T. (2009) Dialoginen verkostotyö. Available in Finnish at <https://www.julkari.fi/bitstream/handle/10024/79883/93ae45f6-b7c4-403f-9dff-643b813972bf.pdf?sequence=1&isAllowed=y>