



SAVREMENA SURVEY REPORT ON KEY COMPETENCES

GROUP OF PARENTS



CARE2LEARN

Supporting the Transition from Early Childhood Education and Care to Primary School

Author: Savremena

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Savremena Report on key competences of children and parents for supporting the transition from early childhood education and care to primary school

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The interviews were conducted live at the Savremena primary school, with five respondents. Two parents of first-grade students and three parents of preschool children.

1. What do you think contributes to a smooth transition for children from pre-school to primary school?

Each of the respondents mentioned certain things they personally consider important for an easier transition from preschool to elementary school. The respondents mostly agreed that it mainly depends on the socio-emotional characteristics and maturity of the child, that the child has the experience and knows how to participate and behave in a peer group, to accept defeat, share and participate in joint activities. Parents also consider it important to talk to their children about how important school is and what school really is. They agree that children should not be scared of school but should be explained in preschool why school is important to them. Another factor that contributes to easier transition is the teacher and his personality and commitment to students.

2. Which competences of children do you believe are the most important for the successful transition of children from ECEC to primary school?

All parents agree that the most important thing for a successful transition is for children to be independent in performing basic skills, as well as to have the patience to listen to what is being said and to follow the rules. In addition, they consider attention, concentration, emotional regulation, and self-confidence important.

a. Do you notice the lack of specific skills in children) for this transition (that you previously specified)?

Children lack patience and attention to wait their turn and listen to what they are told, and in addition, they lack communication and socialization skills, to decentralize themselves and respect other people.



3. What do you think the current ECEC system is lacking for preparing the children for this transition?

Parents agreed that there is a lack of a current preparatory program, that they teach children various things related to school, but not why school is important and what is the essence. In addition, the disadvantage is that they are insufficiently prepared in the form of graphomotor exercises. Parents believe that graphomotor exercises should be introduced in the preschool program as a mandatory part of education. They also add that it would be good for educators to be educated so that they can better prepare children for school. One of the mothers adds that the lack of the preschool system is that children are often overburdened with content and learning things before school and that they are not allowed to be children.

4. Do you receive any guidance for helping the children in your group/classroom transition to primary school?

All parents agree that they did not receive any help during the transition of their child from preschool to first grade. One respondent added that the most important thing for her was that she heard the experience of another mother, who had gone through the same process a year before, and that it was the most interesting for her.

a. What kind of specific guidance do you believe was or would be helpful?

Parents believe that it would be useful to receive some materials or guidelines from the kindergarten or preschool institution on how to prepare the child for the first grade and how to make it easier for him. Educators should be educated to help parents and tell them what is good to say to children and what is not, as well as to hold a meeting or lecture for parents once a month or once every two weeks by psychologists or pedagogues on the topic of transition from preschool to primary school. In addition, it is important to hear the experiences of some other parents, in the form of some support groups or talk groups.

5. Which competences do you think are important for parents to have to support their children in the successful transition to primary school?



All respondents agree that parents should have patience and understanding for children, to constantly talk to them, to give them explanations of problems and situations. They also believe that parents should be relaxed, adapt to the needs of their children and know how to react and how to address the child, so that they can best endure this change.

6. Do you notice a difference in a child’s preparedness for school nowadays compared to previous generations?

The surveyed parents agreed that there is a difference between current and previous generations in terms of school readiness. The difference is that today's generations do not have a developed awareness of themselves and others. They lack communication skills, use digital devices more and thus do not have a personal relationship. Also, they are much more at home or on some extracurricular activities, instead of spending time outside in the game.

7. Do you think that the Covid-19 pandemic has affected the children’s performance in terms of competences and skills necessary for successful transition to primary school?

a. And if yes, what competences were most absent?

All parents agree that the Covid-19 pandemic affected the development of children's competencies, and that they have been disrupted in some respects. Namely, the parents believe that the children did not learn to socialize, their socialization was different. In addition, graphomotor skills are less developed and they need more time to master these hand movements.

8. Which competences do you believe are the most important for the successful transition of children from ECEC to primary school? (Rating scale from 1 to 5: not all important – extremely important)

The competencies ranked by experts as most important for a successful transition from ECEC to primary school are as follows:

All experts agreed that the following competencies are extremely important

Fine psychomotor skills (e.g. writing, drawing, cutting)	5	100.00%
Sorting, ordering, classifying	5	100.00%
Early life science concepts and general knowledge of the world that surrounds us	5	100.00%



Interpersonal skills	5	100.00%
Communication	5	100.00%
Relating and interacting with others	5	100.00%
Self-regulation of attention	5	100.00%
Keeping focus	5	100.00%
Curiosity	5	100.00%
Persistence	5	100.00%
Attentiveness	5	100.00%
Vocabulary	4.8	96.00%
Self-care (e.g. brushing teeth, going to the bathroom, dressing up, eating)	4.8	96.00%
Self-regulation of emotions	4.8	96.00%
Behavioural self-control	4.8	96.00%
Ability to follow instructions	4.8	96.00%
Overall health/Physical well-being	4.6	92.00%
Fluent communication	4.6	92.00%
Awareness of the written text	4.6	92.00%
Storytelling/ Pričanje priča	4.6	92.00%
Willingness to learn	4.4	88.00%
Gross psychomotor skills (e.g. running, jumping, climbing)	4.4	88.00%
Early numeracy skills	4	80.00%
Pre-mathematical knowledge	3.4	68.00%
Knowing letters	3	60.00%
Reading	3	60.00%

9. In your opinion, do the children lack some of the competences listed above in the period of transition from ECEC to school? (choose one answer)

All parents agreed that the children lacked some of the offered competencies.



9a. If yes, please specify which competences listed above are they lacking the most and could need additional support to develop them

Parents listed the following competencies: attention, communication, interaction with others, curiosity, conversation.

10. Which competences do you think are important for parents to have so that they can support their children in the successful transition to primary school?

Building quality relationship with the child	5	100%
Spending quality time with the child	5	100%
Stimulating curiosity, motivation and learning	5	100%
Supporting child's autonomy	5	100%
Supportiveness	5	100%
Responsiveness	5	100%
Emotional warmth and tenderness	5	100%
Play	5	100%
Communication	5	100%
Explaining (rules, causes, consequences etc.)	5	100%
Answering questions	5	100%
Providing various experiences (neighborhood, local community, etc.)	5	100%
Providing opportunities for interactions with peers	5	100%
Reading	4.6	92%

11. In your opinion, do the parents lack some of specific skills/behaviours listed above to support their children for successful transition from ECEC to primary school? (choose one answer)



All parents agreed that there are some specific competencies from the list that parents lack.

11.a. If yes, please specify which competences/behaviours are they lacking and could need additional support to develop them.

Parents list the following competencies: Communication, reading, providing different experiences, more parental involvement in school work, commitment and understanding.

12. Is there anything that I/we did not ask you regarding successful transition of children from ECEC to primary school and you think it is important to mention?

There were no additional comments.