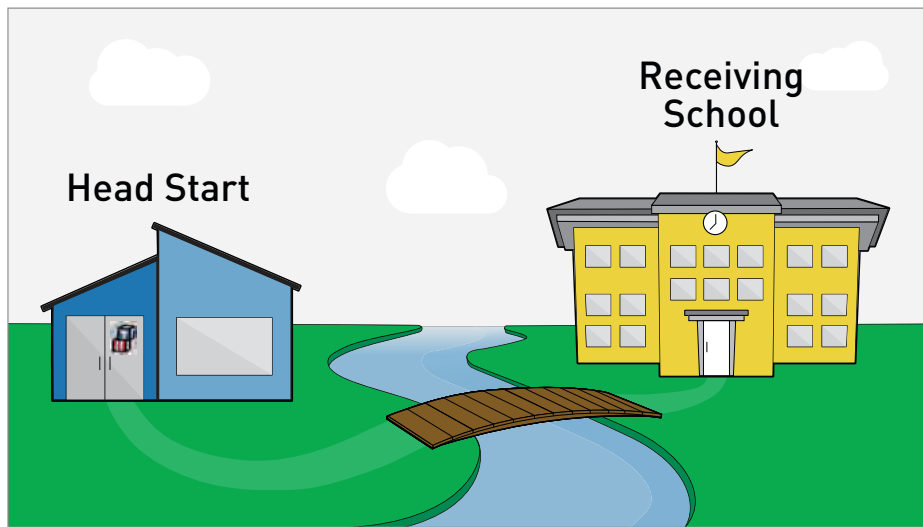


Transition to Kindergarten

Building Bridges: Leaders Supporting the Transition to Kindergarten Video Reflection Guide

Overview



Successful kindergarten transitions happen when thoughtful partnerships are formed between Head Start programs and receiving elementary schools. Research shows that smooth kindergarten transitions have a direct impact on children’s social, emotional, and academic outcomes in kindergarten and the years to follow. With hundreds of thousands of children transitioning from Head Start programs to kindergarten every year, leaders and educators have an opportunity to ensure that those transitions happen successfully.

The three key strategies for supporting successful transitions to kindergarten include information sharing, relationship building, and alignment between early childhood and kindergarten settings. Head Start and elementary school leaders can implement a variety of practices to support these three

strategic areas. In this video, Head Start and elementary school leaders share specific, collaborative practices that they implement during the transition to kindergarten, and how those practices support children. After viewing, use the following table to guide reflection and next steps:

Key Strategies

Reflection and Next Steps

Information Sharing

- Communicate with families in their home languages
- Prepare children for what to expect
- Share data between early learning and elementary school settings

- How is information shared with families about the transition to kindergarten? What other information might be helpful to families?
- Do children in your area know what to expect in the transition to kindergarten? What other experiences or information would further support them?
- Do Head Start programs and elementary schools share data about the development, expectations, and unique considerations of children? What additional information would be useful to each setting? How can leaders support the sharing of this information?
- How can programs and schools share information about available support services for children and families?

Building Relationships

- Sustain community relationships
- Support relationships with families

- What partnerships already exist within your program, school, and greater community?
- What relationships could be formed or developed to support the transition process?
- How are relationships and trust established with the children and families who are transitioning?
- How can receiving schools create welcoming environments for children and their families?

Program Alignment

- Participate in joint professional development
- Partner around transition activities
- Coordinate aligned assessments, standards, and curricula

- What joint professional development and planning opportunities exist for educators? What opportunities would further support collaboration between educators and service providers across settings?
- How do local Head Start programs and elementary schools work together to plan transition activities? What other activities could be valuable partnership opportunities?
- How do local Head Start programs and elementary schools share their expectations and norms? Are there any areas of misalignment to discuss?