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# Learner Journal

Partnering to support a strong and successful start to school

# User guide

This learner journal is structured to support the achievement of learner outcomes in the online professional learning series, Partnering to support a strong and successful start to school.

This professional learning series and journal can be used for learning, reflection and action:

* individually
* together with colleagues in your own setting
* together with your partners – educators in other school or early childhood education and care (ECEC) settings.

The journal includes the following tasks aimed at connecting the learner with the content in the series:

* **Session outcomes and content overview**
* **Reflection on content** – these provocations appear throughout the professional learning and encourage the learner to reflect on their own setting and practice in relation to the content
* **Notes** – space is provided for learners to make notes.

## Video 1 – Partnership fundamentals: Research and practice

### Learning outcomes

* Understand why partnerships between educators are important for transitions
* Awareness of some contemporary transitions research and implications for partnership practice
* Build knowledge of fundamental aspects of partnerships
* Begin planning for partnerships

### Overview of content

#### Part 1 – theory and research

* Ecological perspectives on transitions
* Bronfenbrenner’s ‘Intersetting communication’ and ‘Intersetting knowledge’
* Research on transition practices
* Research about partnerships between educators
* Impact of Covid-19 on transitions
* Implications of theory and research for your practice

#### Reflection task

* Reflect and discuss with others one key takeaway message from theory and research.
* Identify one action to implement into practice as you begin, or continue to develop, partnerships with educators in schools or ECEC services.

#### Record your response

### Overview of content

#### Part 2 - partnership fundamentals

What can partnerships look like?

* Collaboration continuum
* Trust
* Empowering partnerships
* Common goals
* Further partnership resource

#### Reflection task

* Note down your own goals for what you would like to achieve from partnering with educators in schools or ECEC settings.
* Share these with the people you are aspiring to partner with.
* You may like to use a Venn diagram to discover a common starting point or common goals.

#### Record your response

#### Notes

## Video 2 – Planning for partnerships

### Learning outcomes:

* Understand some of the barriers to, and enablers of, effective partnerships
* Consider continuity and change as common starting points for partnerships
* Begin planning for partnerships between ECEC services and schools

### Overview of content

#### Part 1 – partnership fundamentals

* Transactional model of communication
* Fields of experience and intersetting knowledge
* Empowering partnerships

#### Reflection task

* Use the Venn diagram below.
* Label one circle as yourself and the other as your colleague.
* Write anything that you have in common in the overlap space.
* Write things that are unique to you in your part of the circle.

#### Record your response

#### Reflection task

* What are some common assumptions, bias and preconceived ideas that people outside of your workplace, or in the general community, have about your education setting or your work?
* What do I already know or think about my partner’s education setting, children’s experiences there, and the work of educators within that setting?

#### Record your response

#### Reflection task

* What would I like to know about my partner’s education setting, children’s experiences there, and the work of educators within that setting?
* What are some really important things I would like to tell or show my partners about my education setting, children’s experiences here and our work?

#### Record your response

#### Reflection task

* What builds trust for you?
* What breaks trust for you?

#### Record your response

### Overview of content

#### Part 2 – partnership planning

* Transitions as continuity and change
* Partnering to support continuity and change
* Further resources

#### Reflection task

* Choose one topic from the boxes below to discuss with the educators you are striving to partner with in schools or ECEC settings.

3 topics. 
Children need continuity
Children need to play and explore for themselves
Children should be supported in their own leaning

Figure 1 – topic sentences

* Share with your colleague or write down what you currently do and value in your own setting to provide for your chosen topic.
* Write down some ideas you would like to work towards with your partner/s, about this topic.

#### Record your response

#### Notes

## Video 3 – Deepening partnerships

### Learning outcomes:

* Awareness of some successful transition partnerships between schools and ECEC services
* Begin to identify a range of opportunities for partnerships in your community
* Develop knowledge of practices which can support realisation of common goals

### Overview of content

#### Part 1 – partnership opportunities

* What are some specific opportunities for partnerships?

#### Reflection task

* What are some of your current programs, activities, initiatives, practices or current priorities that could become partnership opportunities?
* Consider opportunities that you could action:
* Now or this term
* In the future.

#### Record your response

### Overview of content

#### Part 2 – partnership opportunities

Examples of some successful transition partnerships between schools and ECEC services

#### Reflection task

* What is one idea presented today which you would like to try in partnering with ECEC services or schools?
* Consider how this idea might address any common goals you have.

#### Record your response

#### Notes

## Video 4 – Embedding, sustaining and evaluating partnerships

### Learning outcomes:

* Understand some of the ways that partnerships can be embedded in practice and sustained over time
* Begin to plan for how partnerships for transitions can be evaluated or reviewed to inform future directions
* Build some intersetting knowledge about key documents in primary schools ECEC settings

### Overview of content

#### Part 1: Embedding and sustaining partnerships

What are some opportunities for partnerships that can help embed and sustain them?

#### Reflection task

* Reflecting on your Quality Improvement Plan (QIP), Strategic Improvement Plan (SIP) or other plans – is there something in the plan currently that transition partnerships could support?
* Is there an opportunity in the future to include transitions and transition partnerships in these plans?

#### Record your response

### Overview of content

#### Part 2: Evaluating for, and about, partnerships

* Engaging in evaluation as a partnership activity
* Reviewing and reflecting upon partnerships
* Planning for evaluation activities

#### Reflection task

* What is an effective or successful transition?
* List some of the indicators that transition has been effective for:
* children
* educators
* families.

#### Record your response

#### Reflection task

* What is one action you would like to implement after this session, to start planning for evaluation of transitions, or of partnerships, together with your partner schools or ECECs?

#### Record your response

#### Notes

## Video 5 – Partnering to support children and families with specific support needs

### Learning outcomes:

* Awareness of some particular circumstances and contexts for children and families that may impact transitions
* Knowledge of how a strengths approach can be used to differentiate transition support for children and families
* Develop ways to partner to provide specific support to children and families

### Overview of content

#### Part 1: Circumstances and contexts

What are some circumstances and contexts for families and children which may impact their transition to school experiences?

#### Reflection task

* Consider the ways that you already tailor transition support for children and families.
* Write down one example or discuss with your colleagues.

#### Record your response

### Overview of content

#### Part 2: Partnering to support children and families

What are some of the ways that ECEC services and schools can partner to provide specific support to children and families?

#### Reflection task – case study

Carissa is 5 ½ years old. She is currently attending an ECEC service and is starting kindergarten next year.

Carissa’s family have only recently moved to the area. Her mother is in the Defence Force and has an upcoming posting overseas. Her father will be the sole carer of Carissa during the posting and has no family support in the area.

Carissa experiences separation anxiety when she arrives at the ECEC service and has not yet spoken to educators or children there. The ECEC has already encouraged the family to talk to their GP about their concerns about Carissa’s wellbeing.

Carissa’s mother is worried about Carissa starting school but says she doesn’t think that she should write that Carissa experiences anxiety on her school enrolment form.

How might you partner with the ECEC service or school to support Carissa and her family during their transition to school?

#### Record your response

#### Notes

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