

SIRIUS

THEMATIC WORKSHOP ON TRANSITIONS REPORT

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INTRODUCTION

One of the topics important in educational careers concerns the “transitions” in these careers. The moments that pupils go from primary to secondary education, from lower secondary to higher secondary, from higher secondary to higher education etc appear to be vulnerable moments in the lives of pupils and their families. Transitions involve choices that may turn out to be wrong, and expectations that may turn out to be unrealistic. The adaptation process pupils go through once arrived in the new school and program may turn out to be difficult and, in the worst case, too hard. The consequence of these wrong choices, wrong expectations and failing to adapt may be the decision to drop out.

In the thematic workshop on transitions the first keynote speaker introduces the topic of transitions from a systemic point of view (prof.dr. Maurice Crul) and the second keynote speaker (prof.dr Dyvia Jinfal-Snape) from a psychosocial point of view. They will both also focus on possible particularities of children from a migrant background. Does the transition process look different for children from migrant backgrounds, do we as educators need to take their perspective into consideration when designing support measures? These questions are central in the Sirius Thematic Workshop on Transitions.

The report of the Thematic Workshop on Transitions includes the program, the list of participants, the notes from all participating countries on their national issues, the PowerPoint presentations of the two keynote speakers and the main messages and recommendations on the basis of the discussions during the workshop.

FORMAT OF THE WORKSHOP

9.00-9.30	Arrival and registration 'Lobby of The Hague' (Spui 68)
9.30-12.15	<ul style="list-style-type: none"> · Introduction by Sabine Severiens · Keynote by Divya Jindal-Snape (University of Dundee, Scotland): "Psychosocial factors in transitions" · Questions/remarks · Coffee/tea break · Keynote by Maurice Crul (Erasmus University Rotterdam, the Netherlands): " System factors in transitions" · Questions/remarks · Discussion, part 1 with participants and presenters: what is specific about transitions for children from migrant backgrounds?
12.15-13.15	Lunch at 'Lobby of The Hague'
13.15-16.00	<ul style="list-style-type: none"> · Short presentations by country reps: what are the main policy issues in their countries? · Discussion, part 2 with participants and presenters: what is or should be specific in policy on transitions for children from migrant backgrounds? · Coffee/tea break · Discussion on policy measures from elsewhere by Divya Jindal-Snape · Wrap up by Sabine Severiens · Walk back towards the common room
16.15-16.45	Sharing and discussing the results of the two Thematic Workshops (one on Segregation and one on Transitions)
17.00-18.00	Reception at 'Political Terrace' (City Hall, Spui 70) Speech of the vice mayor

NATIONAL ISSUES ON TRANSITIONS

Norway

Eva M. Dyrnes

Here are some lines about the main transition issues in my national context (Norway). I hope this is alright.

- Students with immigrant backgrounds born in Norway complete upper secondary school at almost the same rate as their peers, about 67 per cent. The completion rate among students who themselves have immigrated is lower, about 50 per cent.
- Early effort is crucial to attain higher completion rates. Pupils attending the primary and secondary school who have a mother tongue other than Norwegian or Sami have the right to adapted education in Norwegian until they are sufficiently proficient in Norwegian to follow the normal instruction of the school. If necessary, such pupils are also entitled to mother tongue instruction, bilingual subject teaching, or both. Introductory classes, which students attend until they have reached a sufficient competence level to benefit from ordinary classes, have also been legalized.
- In 2013, the Government will spend NOK 30 million on upgrading expertise on multiculturalism throughout the education sector. Additional funding has also been granted to companies that take on apprentices who have lived in Norway for only a short period of time and who have poor Norwegian language skills. Through a state-financed campaign, targeted action will be taken, in addition to broad-based efforts, to recruit more persons from an immigrant background to enrol in teacher education programmes, and the Government has granted extra funding for the education of bilingual teachers.

Greece

Marianthi Kotadaki

School Advisor for English Language Teachers

Western Greece

The inflow of economic mainly immigrants in Greece, which has been going on for about four decades, has raised serious transition issues which have had an impact on the orientation of the national education policy from the start. The initially set goal was to achieve the integration of the migrants in the Greek cultural system through education. The establishment of special administrative bodies, intercultural schools and reception classes with specially designed curricula and the integration of the concepts of multiculturalism and intercultural sensitization in the general national curricula are measures which aimed primarily at the reinforcement of the migrant children's Greek language skills and their subsequent transition in the country's school and social life. Education trends in recent years focus on inclusive education by providing equal opportunities to all children studying in the Greek school regardless their cultural background. Despite the diligent efforts of the national education policy makers to create smooth transition prospects to migrant children, a series of issues seem to prevent the achievement of the desired results. We can briefly mention a few of these issues:

- The need to cut down expenses mostly triggered by the economic crises has caused some national bodies or institutions assigned the responsibility of the implementation of intercultural education in the country either to merge with others or to close. This fact has resulted in the current lack of data concerning the migrant student population, the progress of their education relating to the curriculum goals, the production of educational material, and so on.
- Inadequate teacher preparation and in-service training in fields such as the management of a multicultural class, or the implementation of differentiated and other teaching practices, is a crucial issue still affecting teacher and student performance.
- The rather inflexible nature of the Greek curricula, which are mostly designed for a linguistically homogeneous class, pose serious difficulties to those immigrant children, who enroll in the Greek school in the middle of the year with practically no knowledge of the language and are embedded in the typical class.
- The fact that innovative schemes for the education and emotional support of migrant children are conducted by the Greek major universities, with European mostly sponsorship, creates positive but temporary education prospects, while such issues should fall into a permanent national strategy.
- Psychological support of migrant students is also an issues that needs seeing to, as psychologists or other specialists are by the law assigned only to schools with SEN (special education needs) students.

Overall, transition for migrant children could be boosted through the establishment of sound teacher preparation and in-service teacher training programmes and a sound national education policy providing the structures and the means to all those engaged in the smooth educational, emotional and social development of those children.

The Netherlands

The problems in transition in the Netherlands are:

- The most important problem in transition in the Dutch educational system is that there are so many transition! From pre-school to primary school at the age of 4 ; from primary school to secondary school at the age of 12; from secondary school to vocational education or university at the age between 16 and 18. And every time (but also in between) they have to chose which vocational direction. Children and there parents have to make vocational choices too early in life and it is very easy to make a wrong decision;
- The role of the Cito-examination in group 8. It plays an important role for different actors (teachers, children, parents) in giving school advice to children in the last year of the primary school. Not only in the school advice but also in their lives, media en politics. Certainly for immigrant children. It seems that in the process a lot of strange things happen (some secondary schools look only at the Cito-score, other schools look only to the opinion of the teacher, some schools look at both).
- We give at the age of 12 years old a school advice. But some children of this age don't know what they want to be later and don't know what secondary school they can choose.
- Some children are not ready to take the step (low SES, low language competence). How can we guarantee that the teacher gives a good advice for this child for his further school career? Children are selected to a certain level in our school system, whether they like it or not.
- Teachers are not prepared in teacher-training to deal with this problem (how to give school advice and to help parents and children in this situation). Every school and teacher have their own way to give school advice and deal with the Cito-examination.
- There are in percentages more immigrant children in the lowest level of education in the Netherlands (especially in urban city's) than in de higher level.
- The communication and cooperation in the transition process, between schools for primary education and schools for secondary education is not always what it should be. Reports provided by primary schools about the students are not always up to par. This can lead to misunderstandings and misinterpretations of information about the student provided by the primary schools. And this is a reason for secondary schools to focus primarily on the CITO-score which is seen by many schools as a trustworthy indicator for the capacities of the student. Still, insufficient information or information based on only one indicator, can lead to a placement of the student in a level of secondary education that is too high or too low. On the other hand primary schools often don't know how their former students fare after leaving their school because they do not get any feedback from the secondary school where the student went. More feedback would make it easier for primary schools to evaluate internal procedures used to give a school advice.
- Better communication between primary and secondary education is also needed to be able to inform parents properly. Some primary schools have the tendency to over-advise students because they feel pressurized by parents to do so. When primary and secondary schools team up more they will be more able to convince parents of their expertise when it comes to the transition from primary to secondary education. Also parents need to be involved more by the schools and be provided sufficient information about how their children are doing in school and what the perspective is for their future school careers to avoid disappointments or surprises.

- Young people at the age of 16 have to chose a vocation and they have no idea what it means to be a nurse, an electrician, an animal caretaker, a hairdresser or whatever and they are often disappointed when they found out;
- The educational approach difference too much in each sector. One moment they are supposed to do what the teacher tells them to do; the next moment they are fully responsible for their own learning process.

Germany

Claudia Köhler
european forum for migration studies (efms)

1. Transitions from pre-primary to primary education

- Children with a migrant background used to not participate in pre-primary education to the same degree as native children, however, in recent years their participation has risen to almost the same level as native children.
- Children in pre-primary age whose parents speak another language than German have to take a language test one year before entering school, all children have to take a cognitive test one year to six month before entering school, should a need for more support be identified in one of these tests, the child has to take extra support lessons (provided free of cost).
- Some children who are beyond pre-primary age but are not found ready for school are placed in one-year preparatory classes, migrant children are mostly overrepresented in these classes, critiques remark that these classes aim at a cognitive support, whereas migrant children are mostly in need of language support. The system and degree of making use of these classes varies among the Laender.
- In general, a lot has been done in recent years to improve the preparation of children in pre-primary institutions for school. However, language challenges remain when entering primary school, not only for migrant children, increasingly for native children as well.

2. Transitions from primary to secondary schools

a. Basic features

- Children enter primary school at the age of 6 years. Primary education lasts four years, after that, the decision for one out of three tracks has to be taken. Only the degree of the highest track qualifies for university entry.
- Differences between Laender: In some Laender, decision only depends on grades, in others teacher recommendation is considered besides grades or as only criteria. In some Laender parents have final decision, in others not. In some Laender there are some mixed secondary school types (consisting of elements of the three basic types), in other Laender only the three basic types exist.

b. Some findings

- Children with migrant background generally receive less advanced recommendations for the secondary school track to enter and generally enter less advanced secondary school tracks than native children do. This is in correlation with the social status of migrant families, which is primarily lower than that of native families (e.g. (MEYER-TIMPE 2009), but also with the migrant status as such.
- Particularly for the recommendation for Gymnasium (the highest track), the socio economic status of the family is found as decisive, controlling cognitive ability of the pupil and other test values (BECKER et al. 2008: 151), other studies indicate that even when controlling for socio economic status, migrant children enter the lowest secondary track (Hauptschule) more

often than native children, and the highest secondary track less often than native children, and consecutively attain the highest secondary degree (Abitur) less frequently than native children, even though educational aspirations of migrant families are found as very high (QUAISER-POHL et al. 2011: 5).

- The disadvantages in school recommendations, transitions and in educational achievements of migrant children are ascribed to:
 - the social status of migrant families (among others: SCHULZE et al. 2008: 6),
 - German language deficits (of pupils and of their parents),
 - the social and cultural capital of migrant families,
 - deficits in migrant families' resources that are relevant for educational careers: e.g. their ability to support their children in their educational strife, and their knowledge on the German education system and on the significance of transitions [native parents generally try harder to place their children with the same grades in higher tracks than migrant parents do (BECKER et al. 2008: 151)],
 - the ability of native families to gain advantages in the education system, which migrant families don't have (BECKER et al. 2012: 139).

c. Some aspects of the political discussion and developments

- The Left-wing party (e.g. Sevim Dağdelen, Speaker for Migration and Integration of DIE LINKE in the Deutschen Bundestag) and others find tremendous deficits in the German education system and considers migrant children as systematically disadvantaged (July 2013) (BLOGFORM SOCIAL MEDIA 2013).
- Some actors (e.g. the education ministry of Saxonia) remind parents that the education system provides multiple opportunities, an academic career (as aimed at through the highest secondary track) is not the only opportunities for a successful future, vocational training (as possible through the two lower tracks) provides a lot of potentials as well (e.g. REDAKTIONSBÜRO DIEHL 2013).
- Most Laender aim at improving the quality of the lowest track and try to provide higher performing students with the opportunity of attaining a medium or even higher degree through this track, e.g. through the provision of extra lessons or through the targeted preparation of pupils for the entry of the Gymnasium after 5th or 6th grade. The extent and quality of these attempts vary widely among the Laender.
- A study found that most teachers find that the social status of the family should not be taken into consideration when recommending a secondary school track for a child; however, 12% of teachers find that the social status should matter, as it is an indication for the ability of the family to support the educational career of the child (VODAFONE 2013: 6).
- The ambition of some Laender to abolish the teacher recommendation for a secondary school track is not supported by most teachers: The majority of teachers finds that the teacher should decide which secondary school track the child enters, only 24% of them find that the opinion of parents should matter for his decision (VODAFONE 2013: 10).

3. Transitions from secondary schools to vocational or higher education

a. Some findings

- Young people with a migration background are underrepresented in vocational **education (apprenticeship positions)** (REISSIG et al. 2006: 20).
- Young people with a migration background find challenges in finding apprenticeship positions, this has been ascribed to their deficit in educational attainments as preconditions for vocational training, however, not all disadvantages in entering vocational training can be explained by these factors: Provided the same educational degrees, the chances for being accepted into an apprenticeship positions are smaller for young people with a migrant background than for natives > migration background as explaining factor. Further reasons for difficulties in finding apprenticeship positions include: lack of support measures in school, shortage of apprenticeship positions, recruiting strategies and perceptions of apprenticeship providers (companies etc.), underestimation of intercultural competences of migrant applicants (GRANATO 2006: 38 - 40), limited access to informal networks which are supportive in finding an apprenticeship positions in times of shortages, age barriers: apprenticeship providers prefer young applicants, but migrants are generally older when leaving school, and hence face this further age barrier (ULRICH 2006: 63/64), risk-avoiding-strategy: young people with a migrant background reduce their own professional and educational ambitions in order to avoid exclusion from the employment and education system, hence they accept their lower chances (SCHITTENHELM 2006: 73).
- When young people with a migrant background do enter vocational training, they enter sectors and professions with little career and income potentials (REISSIG et al. 2006: 20).
- Less than 10 % of young people with a migration background attain a higher secondary degree entitling them for **higher education** (GAUGER et al. 2008: 5).
- University students with a migrant background are underrepresented, but overrepresented among those changing the field of study or dropping out of university, financial constraints are often a reason for drop-outs (QUAISER-POHL et al. 2011: 5).
- Migrants, especially female migrants, are overrepresented among **early school leavers**, they then enter a transition system with hardly any prospects for a degree which would enable them to enter the employment market (QUAISER-POHL et al. 2011: 5).

b. Some aspects of the political discussion and developments

- In the political discussion, there is a call for tackling the problem of the high proportion of migrant students leaving school with the lowest secondary degree, which provides them with only little chances for further qualification path', nobody should be left behind regarding their chances for employment. The recent moderate progress in the field of vocational training and employment opportunities for migrants is not enough, more needs to be done to support migrant youth, who so far still face considerable disadvantages (expressed by different parties in recent times).
- Especially the Laender are called to take action in this respect. Secondary schools should be equipped with more and more qualified teachers and social workers, and teachers with a migrant background, others call for more cooperation between the Laender and the Federation in this respect, and others call for the government to take action (VERLAGSGESELLSCHAFT MADSACK 2010).

- Especially the providers of apprenticeship positions are called to make sure that all applicants are subject to equal chances, regardless of their family and/or migration background (VERLAGSGESELLSCHAFT MADSACK 2010).

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Austria

Daniela Gronold

The Austrian education system has several transition points (see attachment on the Austrian education system). The OECD has criticized the Austrian system as segregative because of a late entrance in kindergarten, and an early selection with the age of ten, which already determines the choices of further education and vocational choices.

In order to combat segregation, a project starting this semester and including all Federal states was initiated under the lead of the Ministry of Education. The focus is on language support (German) for children in the transition from nursery school to primary school. The aim is to find answers how to support children's language learning in regards to the instruction language at school from an early age and to develop adequate models to do so. This happens in 12 model regions in which the provincial school board collaborates with one of the regional teacher training colleges¹, one nursery teacher training college² and their partner primary school or nursery school³ as well as with two further schools with a high percentage of bilingual or multilingual pupils. In two years' time, experts of the different institutions and schools work together and test different methods and models. The Federal Institute for Research in Education, Innovation and Development of the Austrian School System accompanies and evaluates the project.

¹ There are 14 teacher training colleges (Pädagogische Hochschulen) in all Austria, 9 of them are Federal and 5 are private institutions.

² There are 29 nursery teacher training colleges (BAKIP), there is a 5-year form for secondary school and a 4-semester post-secondary VET course. The later is not provided in all schools.

³ Teacher training colleges provide school where students have their first teaching experiences. As it turns out at the start of the project, often these partner schools do not represent an average population of children, but far more children who speak German as their first language.

Catalunya (Spain)

Berta Espona Barcons

- We have only few studies and statistical data about transitions of our students, and for us is difficult to follow the itineraries of the students during the school period and their transition between school and work.
- We are living an economic and social change and this new scenario influences the transitions. Before the economic crisis our labour market was based in construction and tourism industries and it was not necessary to be graduated to get a job. So a big number of students entered in the labour market without any qualification. But now they have no work and they don't have the requirements that the new labour market demands.
- The public policies on transitions try to be comprehensive, for everybody, not only for the most vulnerable ones. The professionals involved try to create networks between the different levels of the public administration and practitioners (joint responsibility).
- The objective of these policies is to accompany the children and youngsters during all their school life and not to do only punctual and reactive actions, but to do longitudinal and preventive ones. The students should have enough competences to decide their future themselves based on a solid and coherent knowledge. The non-formal education is very important.
- The most important efforts are focused on the final period of the school life of these students, when they end the compulsory education and can enter in the labour market or continue studying. But the other transitions during the school life are also important, especially the one between primary and secondary education, because in Catalunya and Spain usually it brings about changing the school when you are 12 years old. And it is a vulnerable step, as the participants at the National Round Table discussed.
- Some challenges that face these policies are:
 - To achieve equity inside the school system (access, process, results).
 - To enhance families social capital.
 - To accompany the transitions along the life circle.
 - To reduce of the bureaucracy and increase the autonomy of the practitioners.
 - To improve the professional capacity of the people involved.
 - To improve the second opportunity ways (reversible decisions).

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CONCLUSIONS

The workshop participants consisted of three groups of professionals: researchers, teacher trainers (practitioners) and policy makers. They were asked to state the main points of the discussion at the end of the workshop. The central questions of the discussion was 1) what are the main issues in transitions of children of migrant backgrounds and 2) in what ways can they be supported in making transitions.



The points made by each group of participants are given below.

Researchers



- consider the whole environment of the child
- early decisions and low number of contact hours has a negative impact on migrant achievement
- it is a good idea to integrate primary and secondary education to smooth transitions
- pay more attention to role of parents
- transition is an ongoing process
- understanding transitions is crucial for teacher education

- transitions should not be about cognitive aspects only, social aspects of transitions are important as well, transitions are all about (maintaining) relationships
- age at which transitions occur differs across countries, and thus at different development stages of children



Teacher trainers

- teacher training institutes should pay attention in their curriculum to complexity of transitions in the lives of immigrant children and their parents
- awareness of the importance of teachers in transitions should be raised
- awareness of the importance of flexible routes should be raised, as well as the fact there are different ways to look at transitions and different ways of supporting pupils and parents
- designing flexible routes is a political decision

Policy makers

- support and stimulate flexible routes, stimulate upstream transitions at every level, facilitate primary schools to make the transition to secondary schools more fluent
- encourage parental support and involvement, up to the labour market
- make teachers and schools responsible for supporting and preparing children and parents to different tracks and job possibilities from primary school onwards
- provide teachers and schools with knowledge and guidance how to do it



In short, the main conclusions of this workshop are:

1. For all children, but especially for children from migrant backgrounds (given their relative dependence on the quality of education for their school success) late tracking is better than early tracking. So, when needed, the recommendation is to redesign the educational system to late tracking. If not possible, design flexible routes and provide for possibilities for upstream transitions (into academic tracks).
2. Teachers should be prepared well for teaching in classrooms with children from diverse ethnic/cultural backgrounds and this preparation should include the topic of transitions. This preparation or in-service training may include projects that exchange teachers in primary and secondary schools.
3. The keynote of prof. Jindal-Snape made a strong case for parental involvement in the process of transitions.

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APENDIX II. KEYNOTES SPEAKERS



Understanding the psycho-social factors in transitions

Professor Divya Jindal-Snape

Thematic Workshop on Transitions, 9th
October 2013, Den Haag

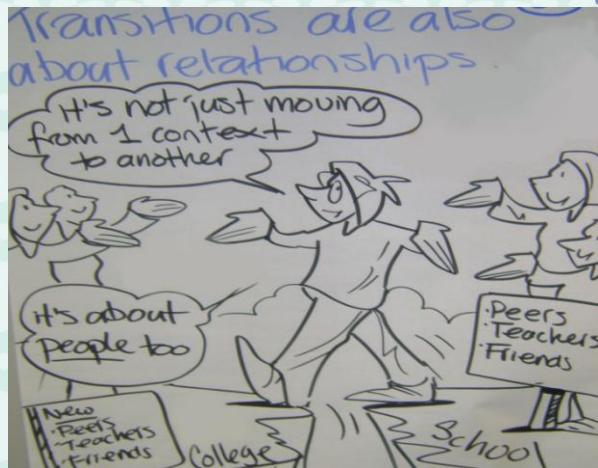


Overview



- Understanding Transition
- Psycho-social processes: Theory
- Psycho-social processes: Research
- Implications for Practice and Policy

What are educational transitions?



On-going process of moving from one **context** and set of **interpersonal relationships** to another



- ❖ Satisfying and fulfilling
- ❖ Opportunity to 'move on' and 'move up' with increased choices



❖ Challenging and stressful



Your educational transition



Activity: Remembering your transition experience

1. Think of the time you first started school/secondary school/college/university.
2. How old were you?
3. What is your memory of the first day/first few days?
4. Draw/write how you looked and who was around you?
5. Can you remember any feelings/thoughts from that day?
 - Discuss in pairs
 - A couple of examples to be shared with the big group

Theories



1. ABC model
2. Emotional Intelligence
3. Self-esteem
4. Resilience



International Transition: Three Contemporary Theories

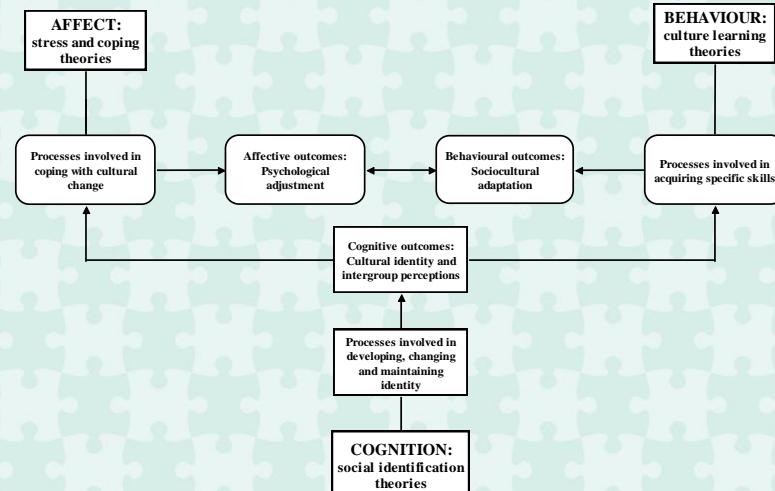


Theories	Conceptual Framework
Culture Learning (Behaviour)	Cross-cultural travellers need to learn culturally relevant skills to survive and thrive in their new settings.
Stress and Coping (Affect)	Cross-cultural travellers need to develop coping strategies to deal with stress.
Social Identification (Cognition)	Cross-cultural transition may involve changes in cultural identity and inter-group relations.

Zhou, Jindal-Snape, Topping, & Todman, 2008

1. ABC Model

The ABC Model of 'Culture Shock'



Zhou, & Jindal-Snape, 2008

2. Emotional Intelligence

- Set of abilities underlying competency in dealing with and acting upon emotion-relevant information.
- It encompasses the ability to:
 - appraise, and express emotion accurately
 - understand emotion and emotional knowledge
 - regulate emotion in oneself and others

Salovey & Mayer, 1990, cited in Adeyemo, 2010

Emotional Intelligence and Transitions

- Academic work and cultivation of intellectual competencies demand the ability to use and regulate emotion
- Adjustment requires establishing meaningful relationship with people such as teachers and peers

3. Self-esteem



Self-esteem is the integrated sum of self-worth and self-competence

- Evidence of worth:
 - less visible
 - feeling-based
 - subjective
 - involves appraisals of value
 - notions of conduct in relation to right/wrong

Self-esteem (continued)



- Evidence of competence:
 - more visible
 - results-based
 - objective
 - demonstrated through initiating and successfully carrying out action

Mruk, 1999

Self-Esteem and Transitions

- During ‘challenges of living’ an individual’s sense of worth and competence are particularly vulnerable
- Most people cope. They come through relatively unharmed – even strengthened
- If they start the process with a deficiency in either dimension, they are vulnerable

A cultural example for international students– if in my assignment I quote back what an authority has written, am I being respectful – or showing a lack of critical analysis?

Jindal-Snape, Hannah, Miller, & Zhou, 2009

4. Resilience

Resilience is “a phenomenon or process reflecting relatively *positive adaptation* despite experiences of *adversity or trauma*,” Luthar (2003, p. 6).*

Cited in Jindal-Snape, D. & Miller, D.J. (2010). Understanding Transitions through Self-Esteem and Resilience. In D. Jindal-Snape (Ed.), *Educational Transitions: Moving Stories from around the world*. New York: Routledge.

Protective processes to facilitate resilience



Rutter (1987)* suggested four main *protective processes* which mediate risk at key life turning points

- to lessen the impact of risk by altering the experience of risk or exposure to the risk
- to decrease the number of risk factors in order to avoid an accumulation of unmanageable risks
- to increase self-esteem and self-efficacy, in order
- to provide access to opportunities such as part-time work and out of school activities, to increase confidence

Cited in Jindal-Snape, D. & Miller, D.J. (2010). Understanding Transitions through Self-Esteem and Resilience. In D. Jindal-Snape (Ed.), *Educational Transitions: Moving Stories from around the world*. New York: Routledge.

Resilience and Transitions



Transition research suggests several such stressors for a young person at this time

- Discontinuity
- Change in expectations
- Change in organisational culture
- Peer relationships

To minimise risk or stressors, research emphasises the importance of

- the internal protective factors (for example, self-esteem)
- external protective factors (such as positive relationships with family and staff at school/university)

Key Findings From Our Research*



1. Process rather than a one off event, with *on-going* adaptations

2. Common concerns
 - friendships
 - change in the organisational culture
 - size of school
 - ability to do higher level academic work
 - lack of familiarity

* Jindal-Snape, D. (Ed.) (2010). Educational Transitions: Moving Stories from around the world. New York: Routledge.

Primary-Secondary Transition*

Aspects that pupils in final year of primary school were looking forward to or worrying about

	Looking forward to	Worried about
Making new friends	111	21
Losing old friends	NA	88
More choices/opportunities	85	4
More independence	79	12
Several teachers	64	27
Different subjects	117	11
Travelling to school	34	17
Bigger school	64	33
Bigger playground	60	7
Buying school dinners/going out for lunch	57	16
Getting a locker	73	8
Variety of sports	2	0
Seeing old friends (already in secondary school)	3	0
Bullied	0	10
Getting lost/late for class	0	2
Too much homework	0	1

Note: Pupils could tick as many options as relevant.

* Jindal-Snape (2013)

Key Findings (continued)



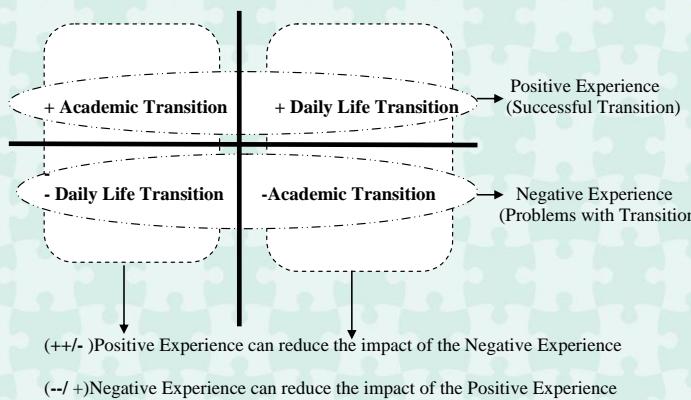
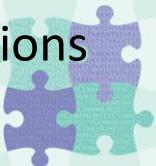
3. Reciprocal adaptation

4. Transition (academic and daily life)

*Jindal-Snape & Miller, 2008

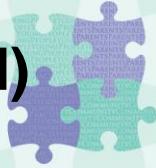
**Jindal-Snape & Ingram, 2013

Educational and Life Transitions Model*



*Jindal-Snape & Ingram (2013)

Key Findings (continued)



5. Group/Individual transition*

6. Curricular continuity and discontinuity**

7. Gap between expectation and reality*

*Zhou, Jindal-Snape, Topping, & Todman, 2008

**Jindal-Snape & Miller, 2008

Key Findings (continued)



8. Dip in academic attainment but effective transition practice can support academic achievement

9. Dip in motivation?

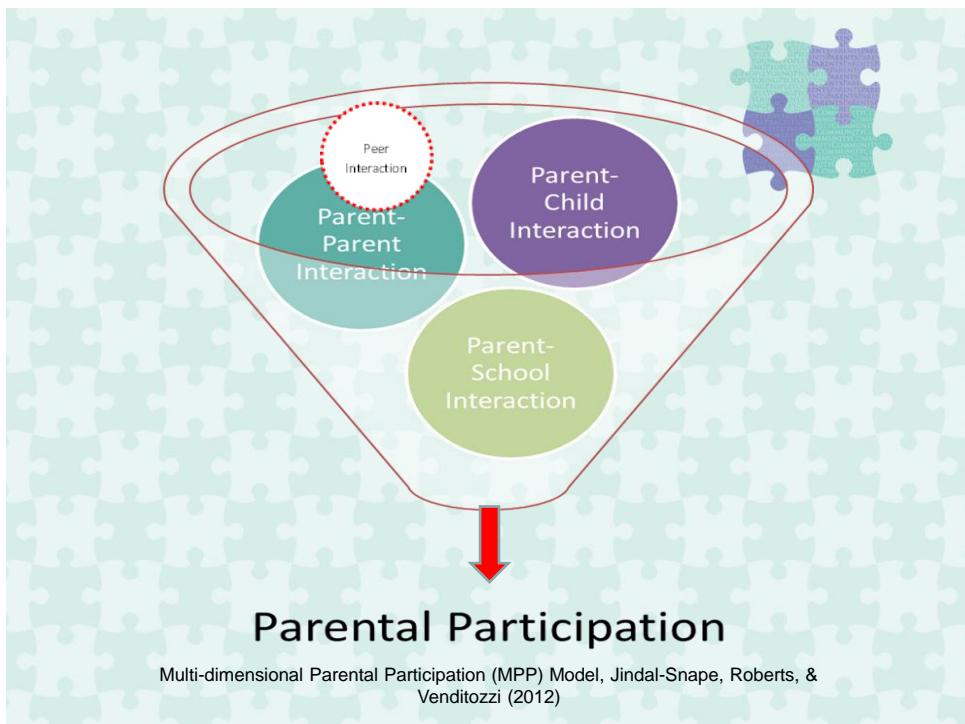
10. Impact of transition on the individual and significant others

Families experiencing Transitions

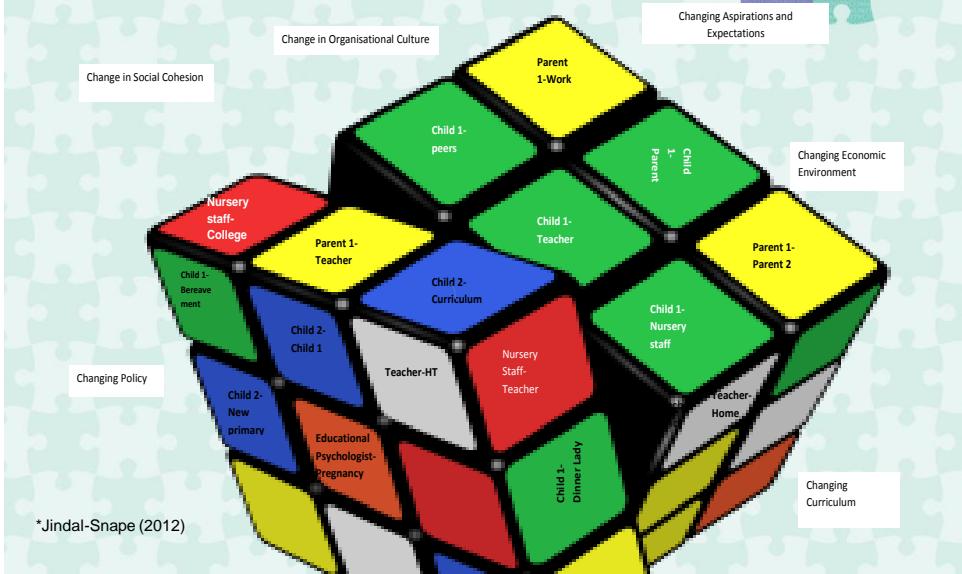


If parents/carers are not supported in their transition, how will they support their children?

Parental participation is important but sometimes parents find that they are not included and they feel 'useless'



Multi-dimensional and Multiple Transitions*



What seems to really work during transition

Autonomy

Active learning agency

Voice

Active Participation

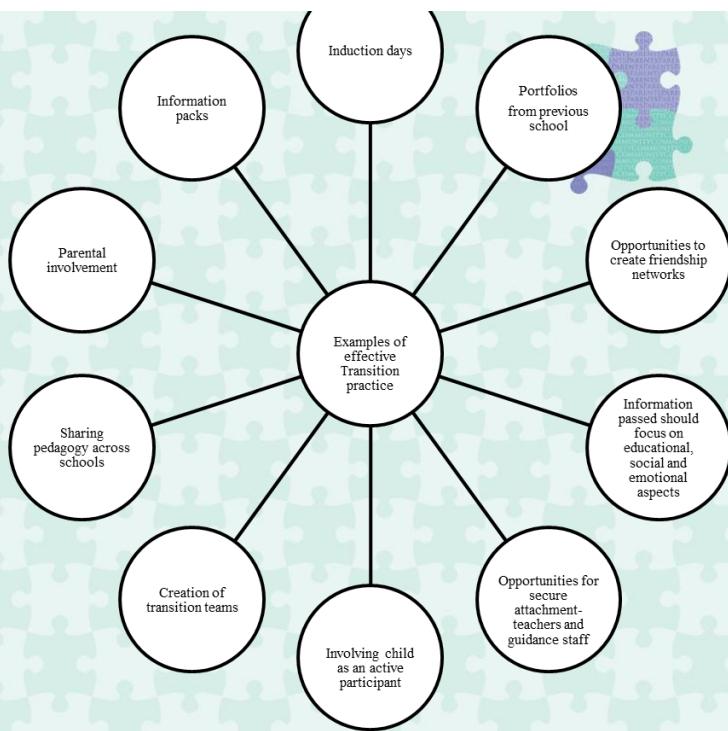
Familiarisation

Knowledge of the new context

Rehearsing in a safe environment

Opportunity to discuss concerns

Implications for Practice and Policy



Discussion

Activity: Your experience

- What resonated with you in terms of theory, research and practice?
- What, if anything, surprised you? Why?

References

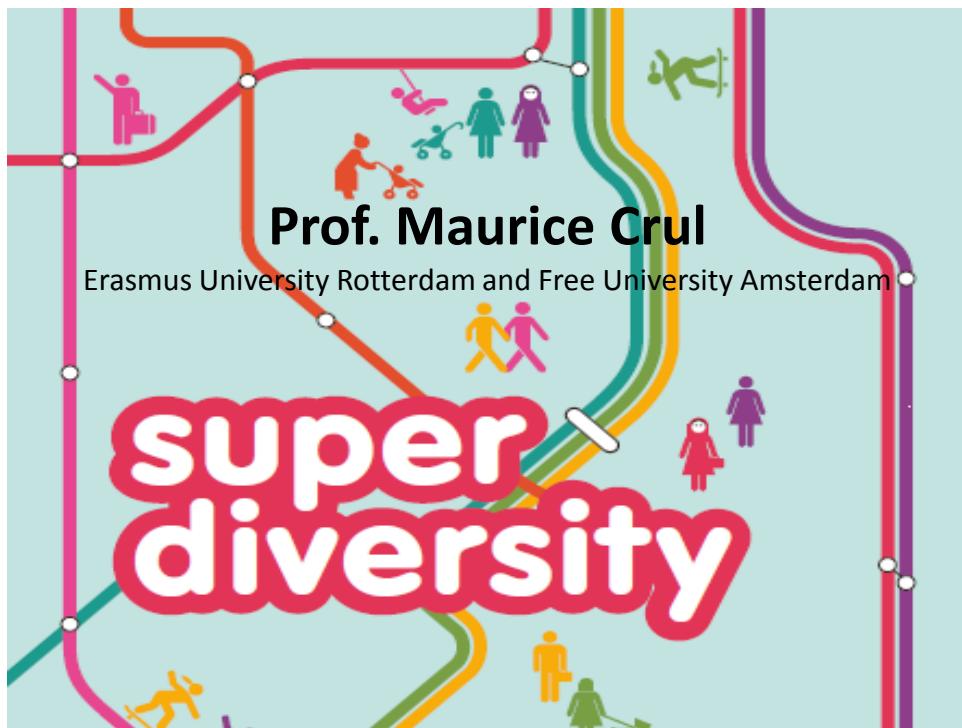
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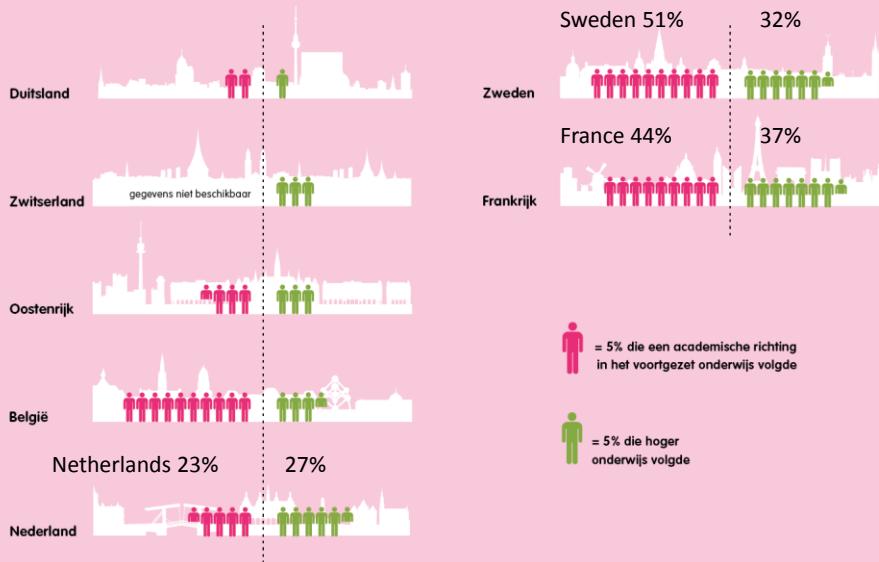


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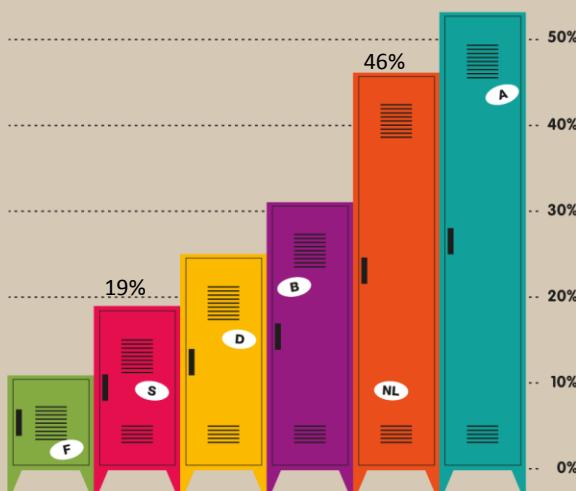
Interviews per city and group	Turkish	Yugoslavian	Moroccan	Comparison group	Total
Germany: Berlin	255	202	-	250	707
Frankfurt	250	204	-	253	707
France: Paris	248	-	-	174	422
Strasbourg	252	-	-	177	429
Netherlands: Amsterdam	237	-	242	259	738
Rotterdam	263	-	251	253	767
Switzerland: Zürich	213	252	-	202	667
Basel	252	200	-	266	718
Austria : Vienna	252	253	-	250	755
Linz	206	242	-	234	682
Belgium Brussels	250	-	257	271	778
Antwerp	358	-	312	303	973
Sweden: Stockholm	250	-	-	250	500
Spain: Madrid	-	-	250	250	500
Barcelona	-	-	250	250	500
Totaal	3.286	1.353	1.540	3.642	9.843



Turkish second generation with low educated parents: percentage in academic tracks and in higher education

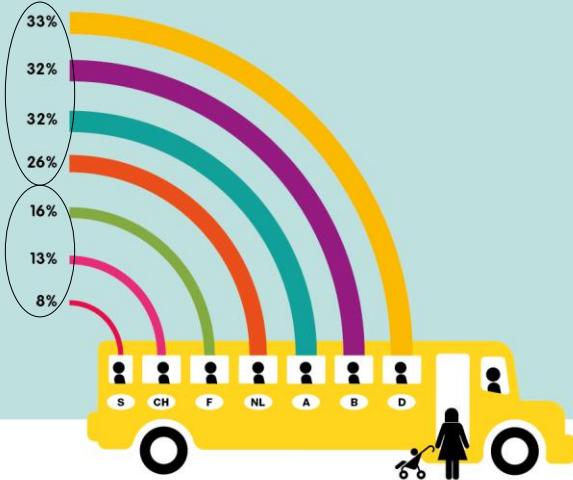


Turkish second generation with low educated parents: students in higher education that started in a vocational track in secondary school



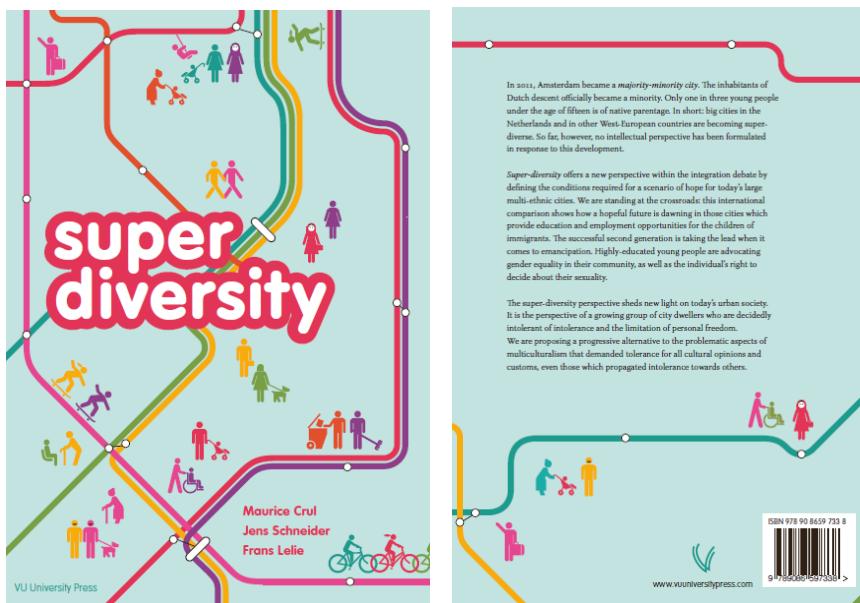
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Turkish second generation with low educated parents: early school leavers



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Educational Transitions: Examples of Drivers for Educational Policy Initiatives in Scotland

Professor Divya Jindal-Snape
Thematic Workshop on Transitions,
9th October 2013, Den Haag



Drivers for Educational Policy Initiatives in Scotland

1. The Education (Additional Support for Learning)(Scotland) Act 2004

- with a greater emphasis on planned support to meet the needs of individuals through staged intervention

The Education (Additional Support for Learning) (Scotland) Acts 2004 & 2009

A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.*

<http://spoxy5.insipio.com/generator/sc/www.scotland.gov.uk/Publications/2009/11/03140104/5>

Case

Anna comes from a bilingual background and is fluent in her first language. She attends a mainstream primary school where she also receives additional language support from a visiting English as an Additional Language (EAL teacher) once a week. The teacher works directly with Anna in class and offers advice and support to her class teacher and other teachers and staff who support Anna.

Drivers for Educational Policy Initiatives in Scotland (continued)

2. The Race Relations (Amendment) Act 2000

- places a general duty on public authorities
- to eliminate unlawful racial discrimination,
- to promote equality of opportunity
- to promote good relations between people of different racial groups

Drivers for Educational Policy Initiatives in Scotland (continued)

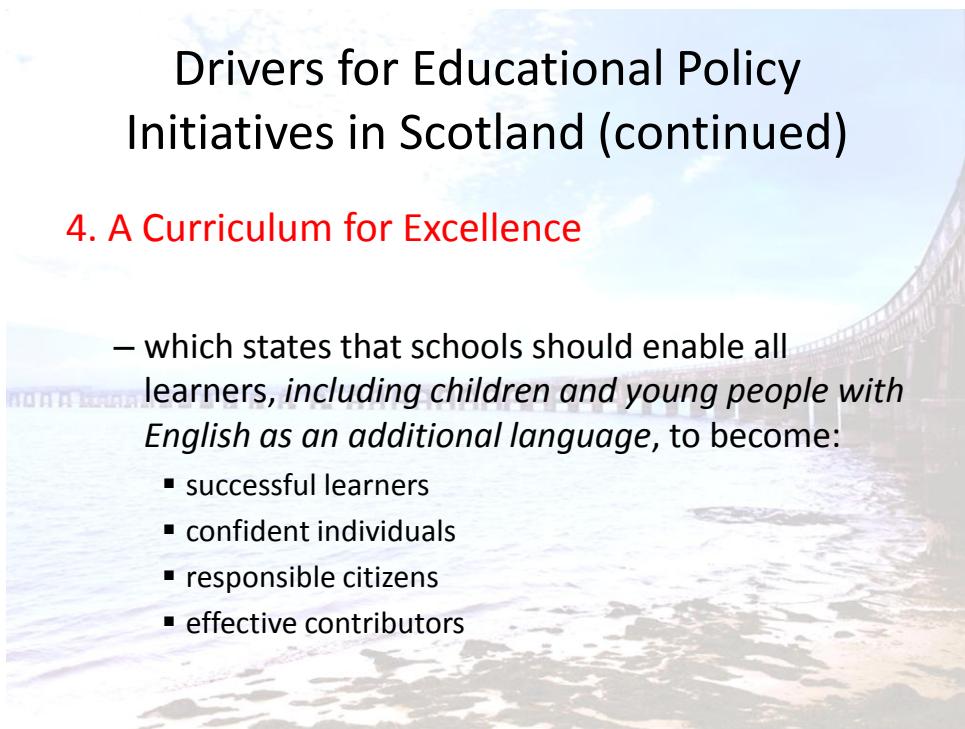
3. The Education Commission Report (May 2007)

- makes specific references to children and young people with English as an additional language

Drivers for Educational Policy Initiatives in Scotland (continued)

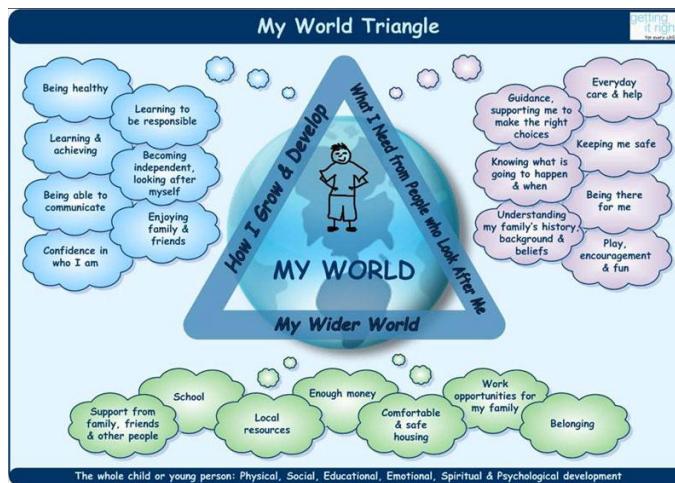
4. A Curriculum for Excellence

- which states that schools should enable all learners, *including children and young people with English as an additional language*, to become:
 - successful learners
 - confident individuals
 - responsible citizens
 - effective contributors



Drivers for Educational Policy Initiatives in Scotland (continued)

5. Getting It Right For Every Child (GIRFEC)



Drivers for Educational Policy Initiatives in Scotland (continued)

6. Integrated Services for Children and Families

- Move towards inter-professional collaboration and working with the child in the centre

Drivers for Educational Policy Initiatives in Scotland (continued)

7. The Scottish Schools (Parental Involvement) Act 2006 (Scottish Government 2006)

- provides a statutory framework to promote parental involvement in school education
- places a requirement on education authorities to develop a strategy for parental involvement to be included in a document on their “strategy for parental involvement”
- involvement has been defined as learning at home, home-school partnership and parental representation

Example of Practice in 1 Local Authority

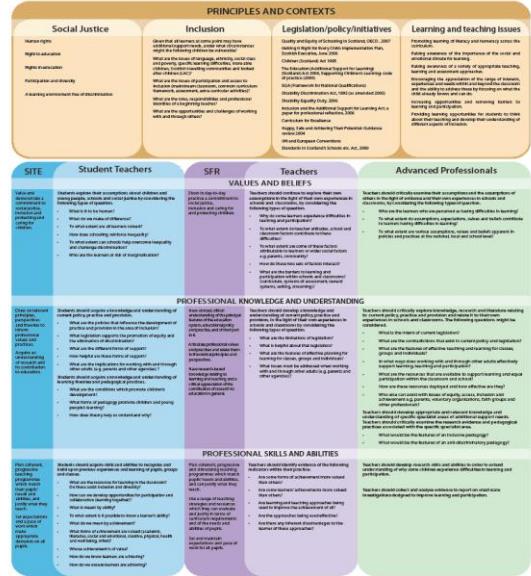
ACTIVITIES	P7 Teachers' views (n=12)	Head Teachers' view (n=7)
Discussions about what to expect	12	6
Giving opportunities for them to talk about any concerns	11	6
Asking them about what they are looking forward to	11	6
Passing academic information about each pupil to the Secondary School teachers	11	7
Passing academic information about each pupil to the Secondary School Guidance staff	10	7
Passing social-emotional information about each pupil to the Secondary School teachers	8	6
Passing social-emotional information about each pupil to the Secondary School Guidance staff	11	7
Visits to Secondary School with the children	9	7
Inviting Secondary School staff to my class	6	4
Taking children to Induction Day	7	4
Organising residential trips where they will meet children from other Primary Schools	8	5
Meeting with the parents	5	4
Meeting with other professionals, especially for children with Additional Support Needs	9	7

Teacher Education



National Framework for Inclusion
www.frameworkforinclusion.org

www.frameworkforinclusion.org



- Values and Beliefs
- Professional Knowledge and Understanding
- Professional Skills and Abilities

<http://www.frameworkforinclusion.org/index.php>

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