

FROM KINDERGARTEN TO
FIRST YEAR PRIMARY:
*CHILDREN'S PERSPECTIVE ON THIS
TRANSITION AND LITERACY
DEVELOPMENT AT THE SCHOOL
SETTING*

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GENERAL AIM

Understand the developmental path of the transition from kindergarten to first year primary regarding literacy learning at the school setting from the child's perspective

BACKGROUND

- **Universalization of the kindergarten's level coverage.**
- **Kindergarten belongs to preschool level:** different curriculum, learning goals, children's development and learning conceptions, and teaching methodologies.
- **Literacy learning** from early educational levels.

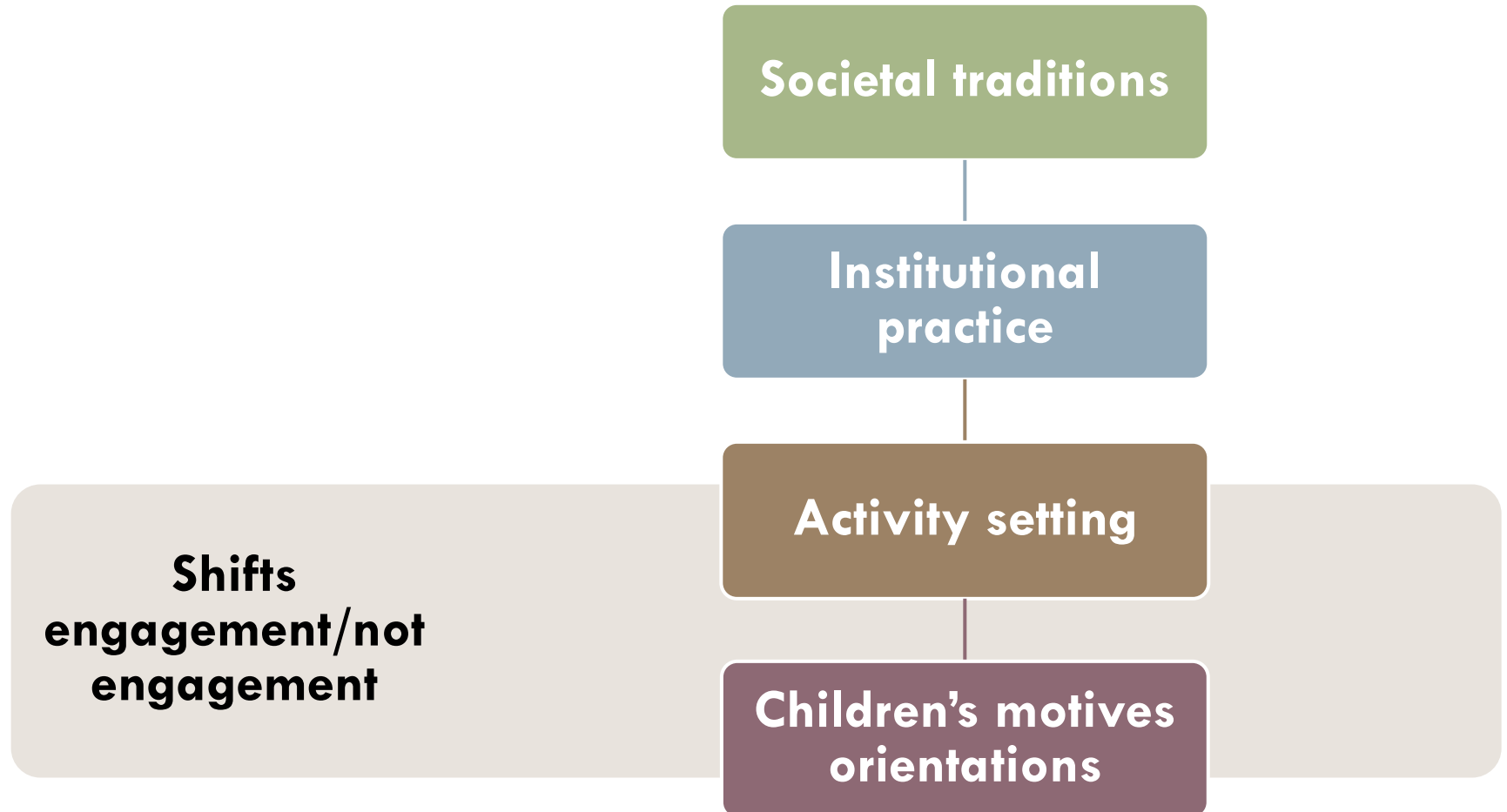
THEORETICAL MODEL

- During the school period the children's motive orientation is **mastering the adult world** and the **academic learning**. Their competence is related to the **domination of the symbolic representation** which is the societal connected system of knowledge, specific **Shifts, rupture or relocation** punctuated in a person's trajectory in relation to societal educational settings aiming at a new sustainable fit between person and her 2011 current environment (Hviid & Zittoun, 2008; Zittoun, 2008).
- Childhood implies the reconfiguration of three interdependent processes: **knowledge acquisition, identity** and **sense making** (Zittoun, 2008). This demands a new self understanding and ways of **practicing** in the social life.

Children's perspective - Motive orientation:

"A child's motives are related to what is meaningful and important for a child. In a specific situation a child's motive can be seen as an orientation in the activity setting. A child's motive orientation is expressed in his intentional activities and his wishes" (Hedegaard, 2012) within the activity setting/institutional practice (Elkonin, 1972; Hedegaard, 2008, 2012; Veresov, 2006)

ANALYSIS OF CHILDREN'S SOCIAL SITUATION



RESEARCH QUESTION

How does the leading activity process of change takes place from children's perspective?

How do children's motive orientation change within the transition from kindergarten to first year primary in the literacy activities at the school setting?

How do the institutional conditions support or constrain the process of meaning making, learning of new skills and repositioning specifically regarding the literacy learning?

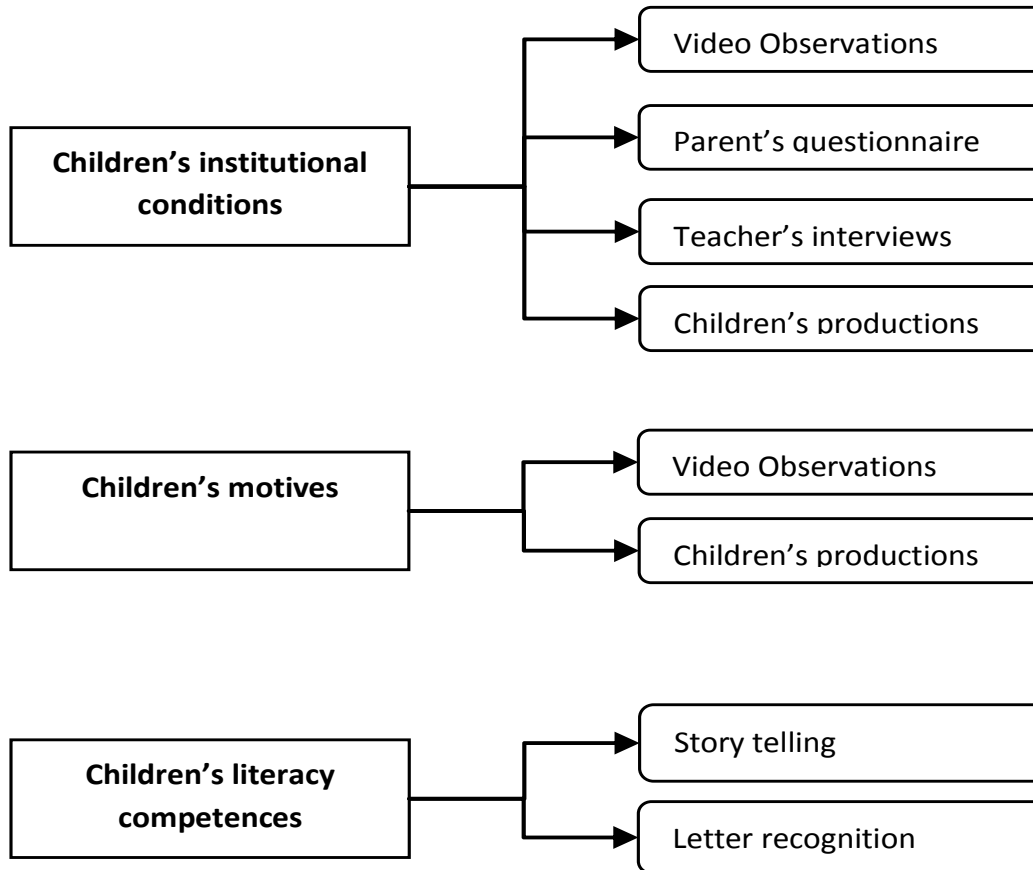
*How **different transitional** trajectories relate to **children's literacy learning**?*

METHODOLOGY

- **Microgenetic design.**
- **Longitudinal study.**
- **12 case studies** from Chile (6) and Denmark (6).

		Year			
		2011	2012		2013
Chile	Level	Kindergarten	First year Primary	First year Primary	-
	Month	October November	April	October	
Denmark	Level	-	Kindergarten	First year Primary	First year Primary
	Month		May	November	May

Methods



INSTITUTIONAL CONDITIONS AND PRACTICES - CHILE

Vertical definition of the pedagogical practices from the Ministry of Education (all children should be reading at the end of first year primary)

Strong presence of evaluation based in outcomes (school, municipality and national assessments)

Absence of articulation K-1YP (content, pupils, strategies)

Kindergarten

Presence of toys and spaces for playing

Uses of routines that includes play and personal care

Uses of songs for directing children's attention

Social interaction allowed

High focus on activities content

First year primary

Play relegated to playground /No toys

Number of children increase

High presence on rules and threats

More demand /less assistance of teachers

High focus on individual performance/marks

Meaningless literacy activities for children

CASES

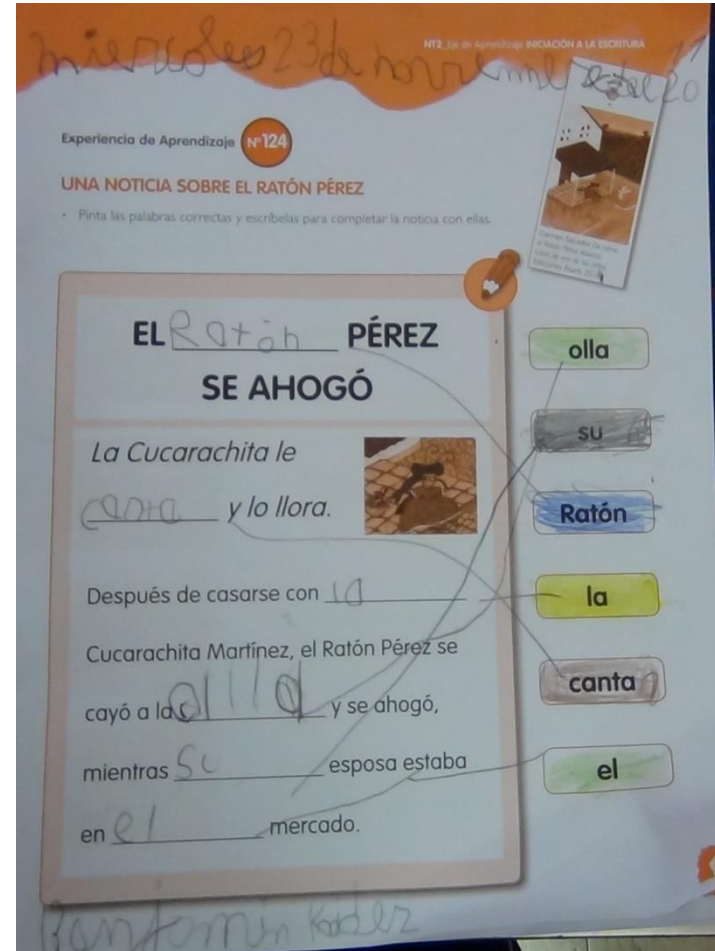
Carlos

María

Carlos and María

Kindergarten

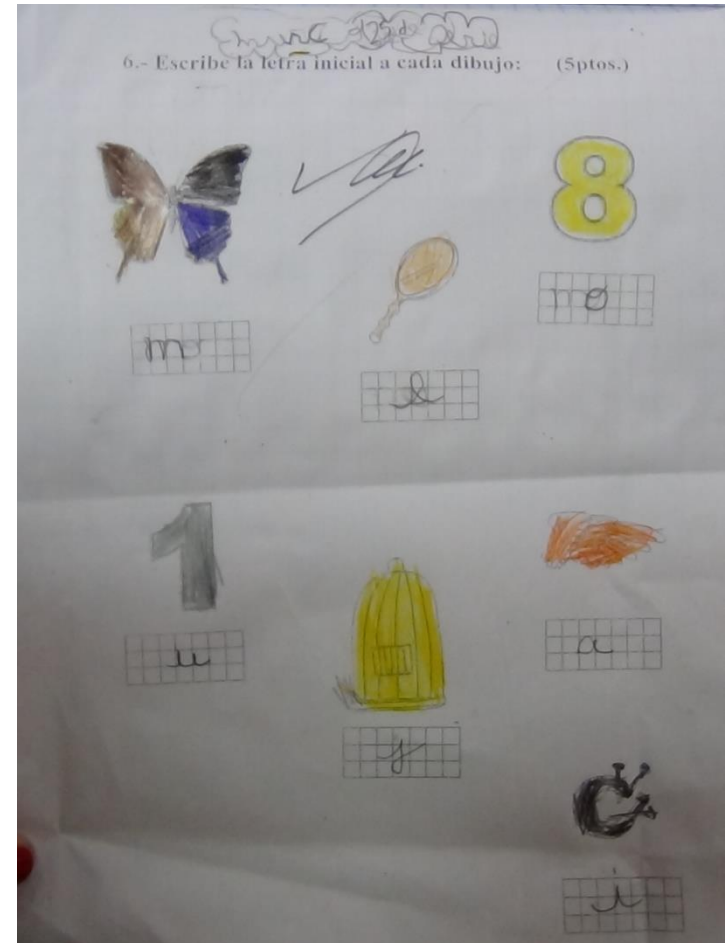
Children work in their PAC working books towards “Miss Cockroach Martínez” story. In this individual activity children have to read an incomplete phrase, select the missing key word, link it to the blank space and then color it. The teacher reads the phrases aloud and writes them in the whiteboard, then children copy.



Carlos and María

1st year primary

Children work with individual worksheet in which they have to recognize the initial phoneme and write the initial letter of different drawings. Once they do it they can paint the drawings.



FINDINGS I

- Regarding children's engagement... children engage for longer periods in a task when this is **meaningful** for them, which is related to their **capability** to resolve it and the **social** aspects of the task (i.e. shared reading, possibilities of resolving the task with others).
- In order to remain engaged on the activities and accomplished what has been demanded from them children use **playfulness** approaches
 - *with others* (they turn individual tasks into social interactions) or
 - *with themselves*
- **Playfulness** is understood as brief moments, within the learning activities, in which children create imaginary scenarios for exploring and performing without having direct consequences for the curriculum activities.
- **Playfulness** is a **resource of participation** that supports children's leading activity transition, in order to respond and make sense of the demands at the structured activities proposed by the teachers during the literacy sessions (in both years).

FINDINGS II

- The shift from being individually engaged into playfulness *with others* is in direct relation to what the ZPD implies: make an effective guidance of children in task that not can accomplish independently.
- Nevertheless, the child has to ***whish*** to participate and ***can*** participate in a meaningful way. Then when the task is far beyond they capability, they will become “absents” or imitate what others are doing.

FINDINGS III

Differences from kindergarten to first year in playfulness...


- *Playfulness* **change** its form during this transition as the institutional practice becomes more structured and ruled at the first year primary: playfulness *with others* **incorporates** direct assistance for resolving the task (searched and given).
- Since social interaction is forbidden in the first year primary, **self-dialogs** (regarding their performance).

FINDINGS IV

- Certainly, **learning** as a leading activity appears in first year primary as a demand from the teacher. Nevertheless, children's engagement is in relation to 'do' and finish the task for obtaining teacher's recognition, approval and permission for enjoying the break. While in kindergarten the recognition is more related to gain teacher's affection.
- In first year primary, this demand implies a **new position** (student) in the classroom highly defined by **PERFORMANCE**. Children search from assistance from others and playfulness is related to the new position.
- When children encounter this position without understanding and/or having the capacity for resolving the demands of the task, their participation is limited, shame appears, imitation and less playfulness situations.

Questions

- How do I approach the specificity of the children's perspective? I still find difficult to build the coherence between empirical categories and theory...
- Now it is time to approach the subject content matter: literacy. In this regard, how can I approach the content aspects of it? Any key literature that I could read (Aidarova, Vygotsky, Van Oers)?

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- Ppt (20)
 - Learning (20)
 - Play (20)
 - Playfulness (20)
 - Literacy (20)
 - Joint activity (20)

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