Early childhood portfolios as a tool for enhancing learning during the transition to school

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Abstract
From 2005-2008 Mangere Bridge Kindergarten in New Zealand carried out a Centre of Innovation research project exploring the transition between early childhood education and school. A flexible action research approach was used, with the three teacher researchers, supported by two university research associates, developing and researching a range of strategies for supporting children’s learning as the children and their families ‘crossed the border’ from early childhood education to school. Many… Read more

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Supporting Children Learning English as a Second Language in the Early Years (birth to six years). Background and purpose. 6. ‘The transition to school is an experience that starts well before and extends far beyond the first day of school’ (Morand 2009). When working with parents from culturally and linguistically diverse backgrounds there are different strategies and approaches that can be used. In Term 2, in one inner city kindergarten, bilingual sessions for parents are held to discuss enrolments for school the next year. At these sessions, the different types of schooling available in Victoria, public and private are discussed and the procedures for enrolling and visiting are given. This paper focuses on one aspect of the findings, the ways in which the early childhood portfolios could be used to enhance children’s learning during the transition to school. Portfolios were identified as a belonging and empowerment tool; a means for school teachers to access to children’s funds of knowledge; playing a role in constructing a positive self-image about learning; and as valuable literacy artefacts. Introduction. This article presents some of the findings from a three-year Centre of Innovation research project at Mangere Bridge Kindergarten in New Zealand. The focus is on cross This paper focuses on one aspect of the findings, the ways in which the early childhood portfolios could be used to enhance children’s learning during the transition to school. Portfolios were identified as a belonging and empowerment tool; a means for school teachers to access to children’s funds of knowledge; playing a role in constructing a positive self-image about learning; and as valuable literacy artefacts. Date. 2009. Rights. This article has been published in the journal: International Journal of Transitions in Childhood. Used with permission. Collections.