

# WELCOME

16<sup>th</sup> of November 2022

It takes a village to raise a child

Join us!

# WORKSHOP N° 3

Moving On:

Transition to secondary education, working towards informed choice and greater support for young people and parents

It takes a village to raise a child

Join us!

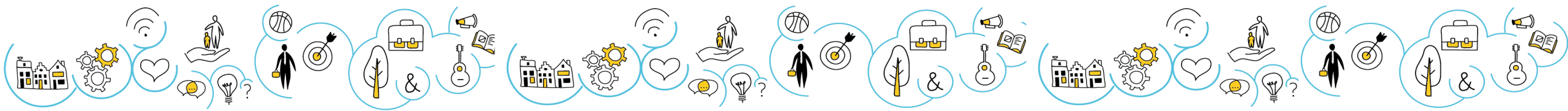
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16<sup>th</sup> of November 2022

## Purpose of the workshop:

The topic of transition is a key issue for young people and their school careers.

We will illustrate how two different programmes tackle this key issue and what can we learn from the work.



# Introduction

## Smooth Moves

### Transfer Secundair



## Question One

In primary school, there are a lot of factors related to small scale and proximity that have a positive influence on pupils' well-being. What positive elements do you see, and how could these be translated into the secondary school context?



## Question Two

In what ways can secondary schools be more effective in communicating with parents and how can parents take a more active role in their secondary school child's schooling?



A group of students are sitting at a wooden table in a classroom, engaged in a drawing activity. They are using various colored markers to create graffiti-style art on sheets of paper. One student in the foreground is using a green marker to color a large, stylized letter 'F'. Another student is using a purple marker to draw a character's face. The table is cluttered with markers of various colors, including blue, red, and black. In the background, there are shelves with colorful folders and papers, some labeled 'Highlight', 'Num', 'Unifix', and 'Place Va'. The overall atmosphere is creative and collaborative.

# Smooth Moves

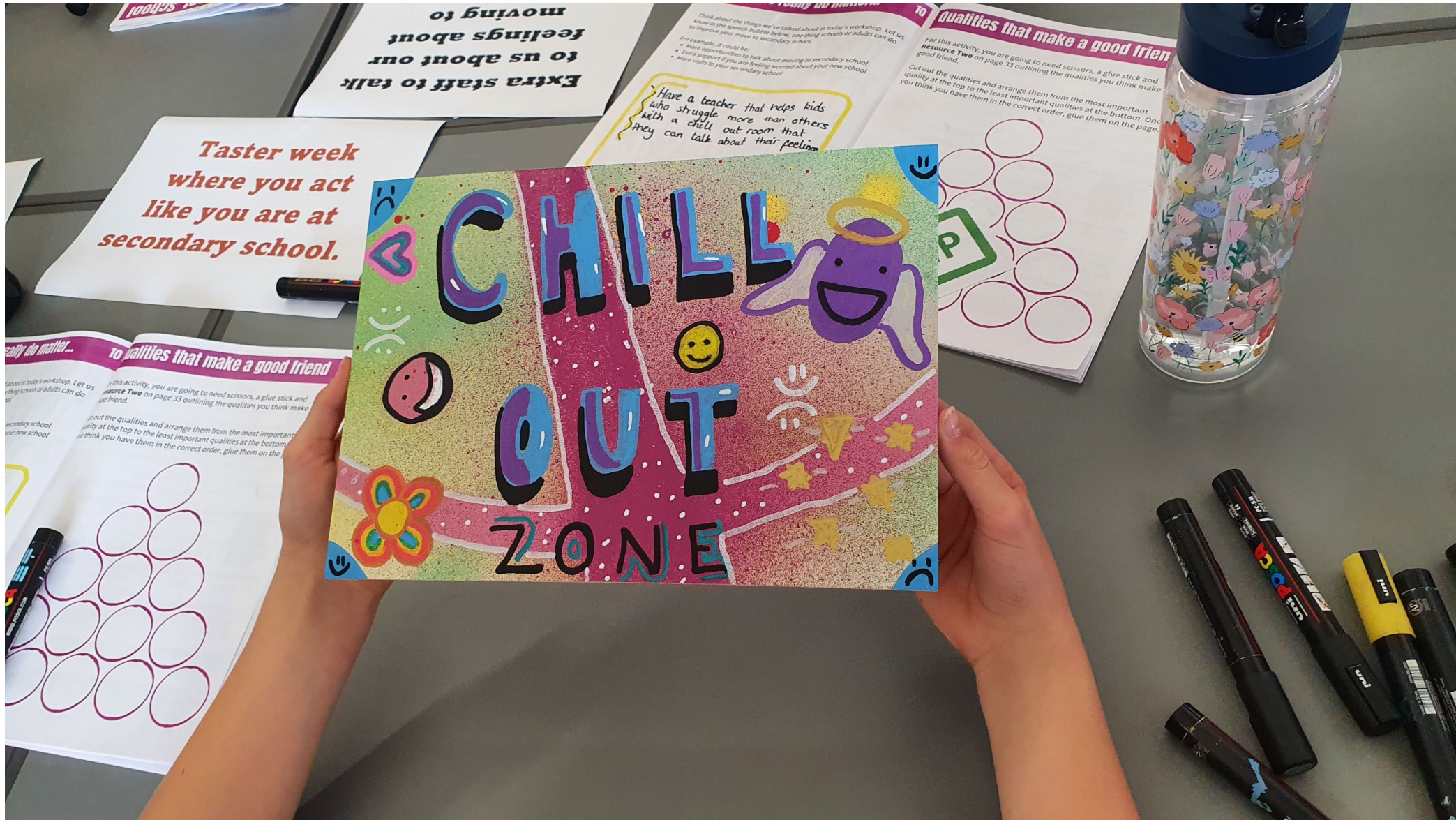
Transition support for Year 6 pupils as they move from primary to secondary educational settings

# What does Smooth Moves look like ?

- Creative Workshops
- Nurture Groups
- Summer Camps
- Peer to Peer support
- Training for professionals
- Workshops for parents







[Film 2 Smooth Moves workshop M&E](#)



[Film 5 Transition Ambassadors 2022](#)

# Smooth Moves in Numbers

34 fun and creative workshops delivered across 3 geographical areas

468 Year 6 children attended Smooth Moves workshops

84 Year 6 and Year 5 parents who attended our transition workshops

64 young people took part in Transition Ambassador training

287 Year 6 children attended our summer camp activities

164 children and young people who have benefited indirectly from the project

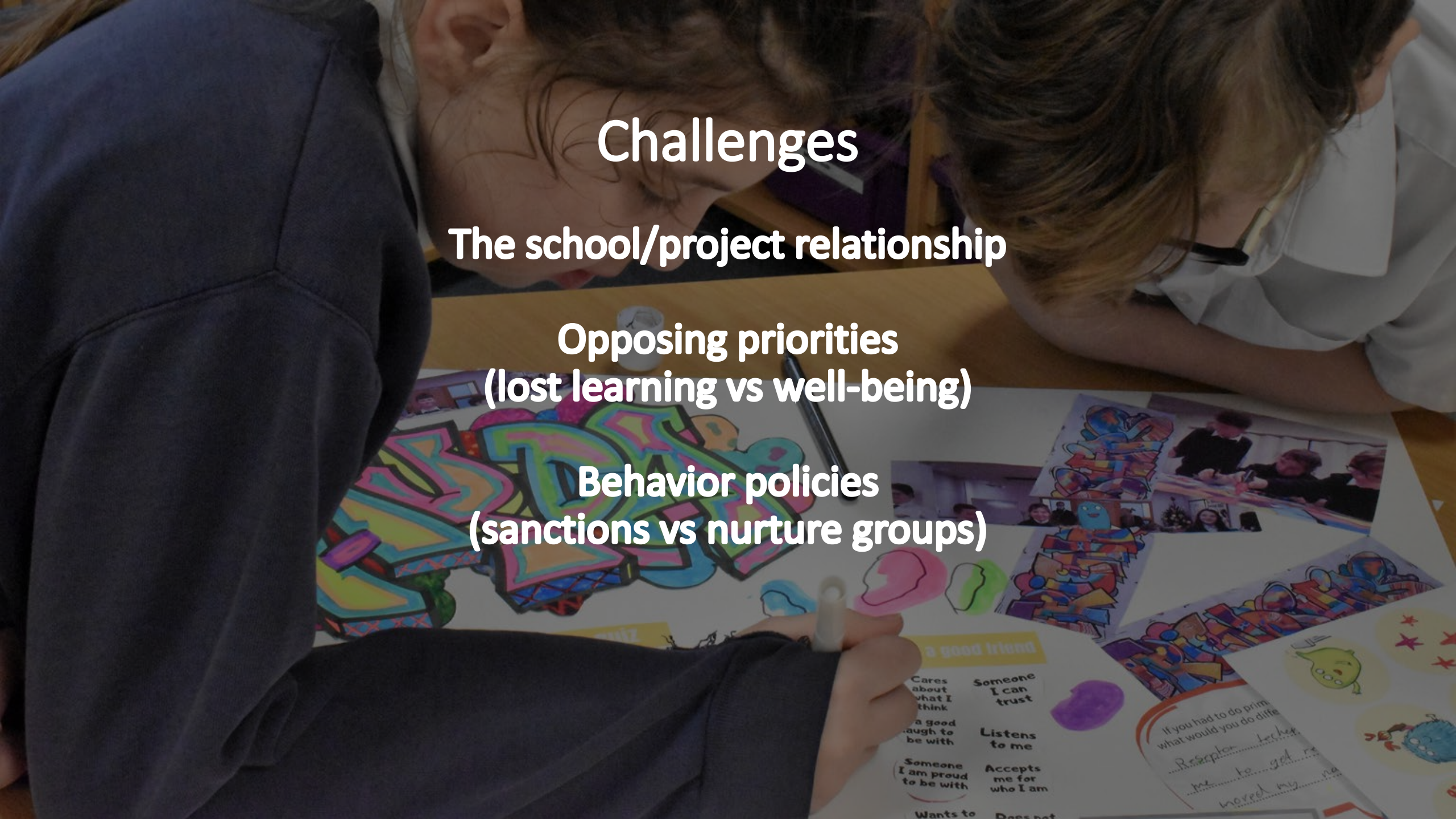
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# Challenges

The school/project relationship

Opposing priorities  
(lost learning vs well-being)

Behavior policies  
(sanctions vs nurture groups)



## a good friend

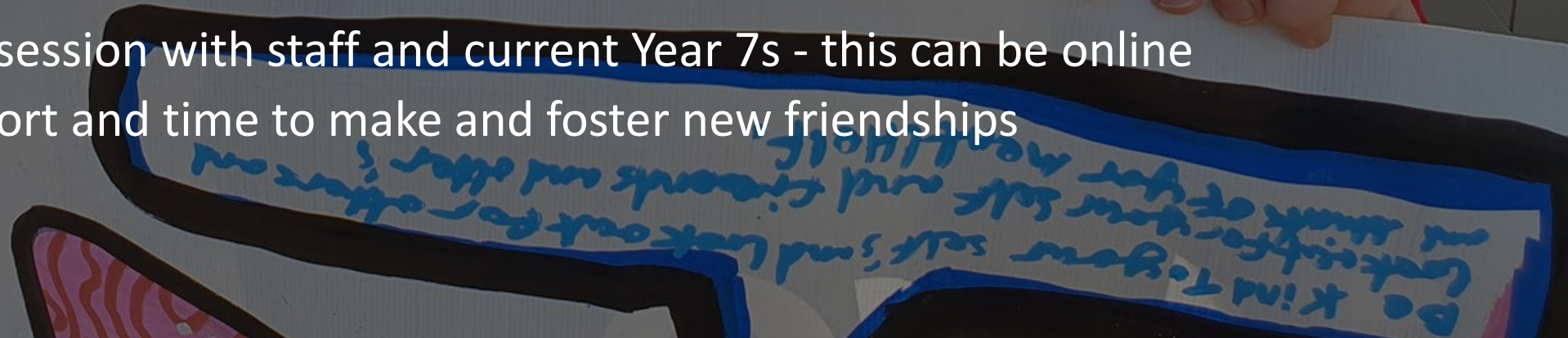
- Cares about what I think
- Someone I can trust
- Someone I am proud to be with
- Wants to
- Laughs to be with
- Listens to me
- Accepts me for who I am
- Does not

If you had to do primary what would you do differently  
Respect my teacher  
me to get me  
moved my na



# Key Takeaways – what young people say

- Fresh start at secondary school - a brand new school is a brand new you
- Talk to us more about how we are feeling about moving to secondary school
- Have peer supporters ready when we move to secondary school
- Getting support from peer supporters is better than support from adults
- Have a taster week where you get to act like you are in secondary school
- Allow us to move up with friends so we can support each other
- Start homework in primary school to help us get used to it
- Parents, talk to us more about secondary school but without making us less nervous
- Have a Q&A session with staff and current Year 7s - this can be online
- Give us support and time to make and foster new friendships



# Transfer Secundair in a nutshell

- Findings in 2020: own experience and research: lack of knowledge, skills, insights to make informed choice of study orientation and school
- Development of a “Theory Of Change”
- Start in Scheppers primary school in Mechelen -> survey with parents
- **Development of set of supportive strategies (next slide)**
- Today:
  - Activities in more schools
  - Design of roadmap based on findings
  - Mapping difficult school trajectories and suggest proposals
  - Advisory rol in project DISC! Empowering pupils and teachers for a data-informed study-choice
  - Taking into account/talking to schools about the experience of *Smooth Moves* 😊



# Set of supporting strategies

1. Mapping talents and interests of pupils
2. Providing support in reaching and informing parents
3. Provide support in communicating with parents
4. Providing better information about schools and the organisation of secondary education
5. Raise awareness about the importance of having high expectations of pupils



# Better choices and more wellbeing by taking into account talents and interests of pupils

## • Findings

- Social background influences choice of study. From the perspective of pupils, parents and school
- Often lack of “growth mindset”

## • Our approach

- Make a positive choice by taking into account of talents and interests

## • (Teacher) Simon says...





# Better choices and more wellbeing by providing better information and involving parents

## • Findings

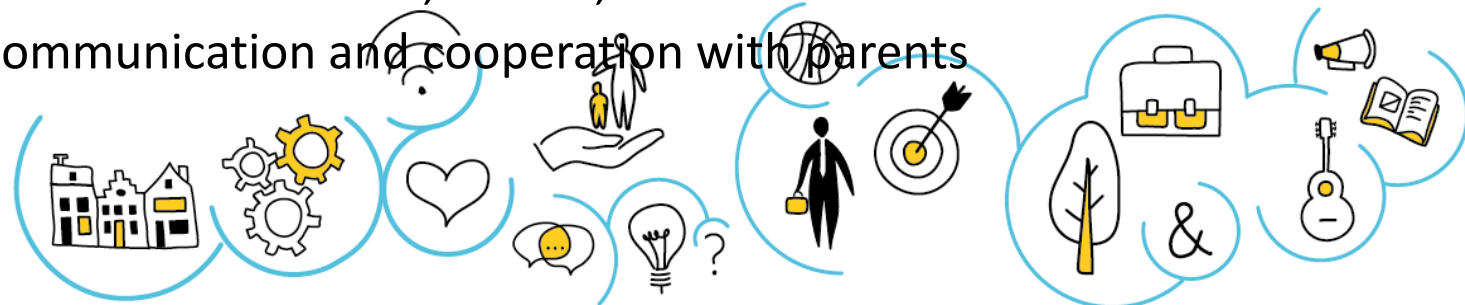
- Making a choice for a school and field of study at 11-12 years old is a challenging process, especially since reform of secondary education
- Ill-informed choices can have negative consequences later on

## • Soulia tells...



## • Our approach

- Working with parents to find ways to get information earlier, clearer, more tailor-made
- Working with secondary schools about communication and cooperation with parents



# Shared key takeaways

- **Work actively** on the transition to secondary education, both in primary and secondary school. Work on strategies to improve reliance, self-esteem, confidence, and the development of key friendship skills.
- **Involve children**, young people, and parents as much as possible in developing these strategies. Offer support so that they can make their voices heard to the best of their ability. In this way, the offer can respond to their needs and wishes to the maximum extent.
- **A positive approach** that harnesses the creativity and talents of children and young people does justice to different learning styles and gives them the opportunity to express their dreams and wishes, but also their concerns.
- **Trust**, among parents and young people, is only possible if everyone is well informed. Look broadly at what is involved in the transition to secondary education and provide tailor-made information.
- Have **high expectations** of and trust in children and young people and parents involved in achieving equal educational opportunities for all children and young people.







# THANK YOU!

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