



Parental Cooperation

In The Smooth Transition – From Nursery to School



UETLE
KOMMUNE

The Smooth Transition

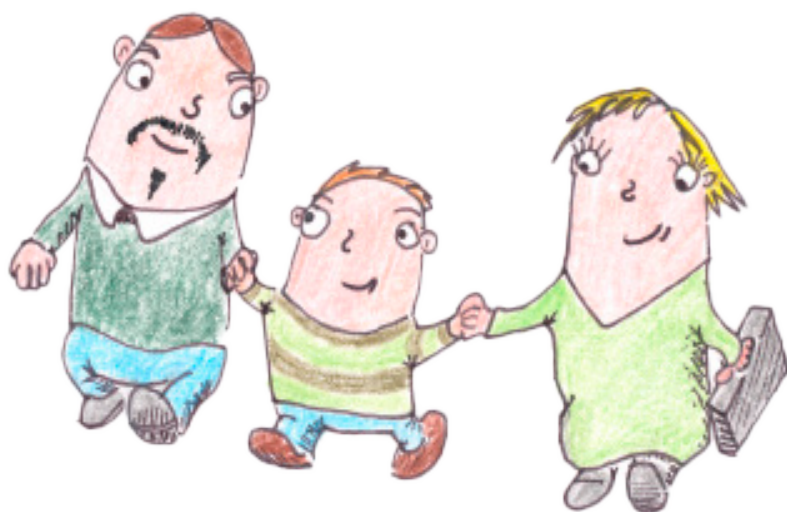
– from Nursery to School

The transition from nursery to school is one of the many life changes children experience. Children's identities, relationships and roles change, and they physically move to a new place. It is therefore important to actively bring children's experiences from nursery into play when they encounter school life, so that the transition is experienced as coherent and recognisable.

As stated in our policy on children and young people, children develop within communities, and a successful transition from nursery to school is characterised by all children feeling that they are part of positive, inclusive communities. These communities provide an important foundation for play, learning and personal development. Communities provide children with a sense of security and well-being, enabling them to both receive and give in their relationships with other children.

Your trust and contribution to our collaboration with us as professionals mean a great deal to your child's experience of the transition. Openness and ongoing dialogue are essential. You know your children best, which is why collaborating with you is important, both in relation to your child and to the wider community of children.

For example, you can support new communities during the transition by engaging in open dialogue with other families and acting as active partners in our collaboration.





8 benchmarks for guiding children's character development

Vejle Municipality has identified eight essential benchmarks to ensure children have a smooth transition and thrive in school. These benchmarks cover areas that we practise with the children, and which we – professionals and parents alike – help them to develop. This strengthens the children's character development and their prospects for success in the transition and in their future schooling.

1. Relations

Children need to practise forming and maintaining relationships with other children and adults. We must support them in developing the ability to participate in the many communities that make up the transition process.

You can practise the ability to participate in the many communities that make up the transition. This can be done by initiating new play relationships, contributing to positive dialogue within the parent group and talking to the child about who they played with today. Speak positively about other children and adults.

2. Resilience and Courage

Children need to try things out, even when it's difficult. Together, we must support children in facing and dealing with new challenges.

Encourage children to try things out and support them when they make mistakes. You can encourage your child to draw a dog, or ask friends for help, etc. Start a new activity, or go out and climb trees. Nudge, catch and say 'never mind', even when it's difficult.

3. Social Rulest

Children need to practise the social rules that apply in the community. We must support and encourage children, teaching them to make room for others and to engage with the world around them.

One way to practise social rules is to practise taking turns. For example, take turns to speak during dinner or accept waiting your turn when buying ice cream. Talk about how you would like to speak to each other and to others, and how to be a good friend. For example, discuss what to do when playing games, when you disagree with someone, or if a friend is upset.

4. Adaptability

Children need to practise adapting to the many changes that occur throughout the day. We need to provide structure and help them develop the ability to act appropriately and know what is expected of them.

Show your children new places, broaden their horizons, and help them learn how to behave in different situations. Expectations differ between the library and the stadium; help them navigate these differences. Talk to your children about what they expect from the transition to school, and help them develop positive expectations.

5. Self-control and focus

Children need to practise perseverance in planned activities, exercise self-control and maintain focus. Together, we must help children through clear boundaries and structure.

You can practise children's ability to engage in social activities by helping them to put their own needs aside. For example, by keeping your children engaged in the activities you start together. Motivate them and expect a little more. The sense of achievement is often greater when your children feel they have completed an activity, when the match is over, or when they have tidied their room.

6. Expressing Emotions

Children need to practise expressing their emotions, as well as recognising when they need help.

Encourage your children to express their feelings, as well as those of others. Feelings are not wrong, but actions can be. It is natural for children to feel sad or angry, but we must help them when things become too difficult so that they learn to ask for help.

7. Language

Children need to practise communicating with other children and adults. We must support children in developing their ability to interpret and use body language.

Spend time talking to your children to help them practise their language skills and make them feel that what they say matters. Together, you can help children practise their ability to read and use body language by reading books or watching films and discussing what happens in the story. Ask questions about the plot and the characters, and encourage children to express their thoughts and feelings about the story.

8. Self-reliance

Children should practise age-appropriate skills such as getting dressed by themselves, keeping their belongings tidy, and so on. We can help them by giving them responsibility for small tasks and establishing regular routines, for example.

The more skills children bring with them from nursery to school, the easier the transition will be. Do not do things for children that they can do themselves. For instance, allow them to select their clothing and organise their pencil case, enabling them to develop a sense of mastery over small routine tasks.

The transition from nursery to school should be a positive experience for all children, which is why collaboration between professionals and parents is important. If you have any questions about the transition process, please get in touch or visit our website: www.vejle.folder-principper-for-den-gode-overgang-fra-boernehave-til-skole.dk.

We look forward to working with you!



B&U

Skolegade 1 · 7100 Vejle

Tlf.: 76 81 00 00

post@vejle.dk

www.vejle.dk

VEJLE
KOMMUNE

June 2026