

Supporting Successful Transitions

Testimonials

“Disengaged students are now highly engaged.” (Deputy Principal, Sunnybank State Primary School)

“The program was teaching the children to listen as well as speak, referring to the value of the 3a strategy of ‘serve and return’ which resulted in increased engagement.” (Kyabra Limited Hours Care Worker, Sunnybank)

“Children who have experienced the 3a program come in and immediately get their books and they actually mimic the strategies used by the educators – you see them sitting reading, insisting on one child sitting either side of them. We observe the differences and parents do too.” (Sunnybank Anglican Early Learning Teacher)

“Children from the 3a group will take skills to school that the other children will lack.” (Sunnybank Anglican Early Learning Teacher)

“Creating a future for them...These skills will be passed down to their own families, increase their employability (some of the students had won awards – Vocational Student of the Year, nominees for School-based Trainer of the Year: Regional Finalists, and all but 2 of the students are refugees or indigenous). Students manage the children as if they were professionals.” (Transitions Officer)

(Prep Teachers) described the 3a Approach as “purposeful work...covering shapes, colours, etc.”

“If we have 3a, we have a structure for interaction with children...I see the children educating the assistants/educators.” (Sunnybank Anglican Early Learning Teacher)

“We are passionate about it’. Before it was ‘let’s play’ but now it is not ‘just play’ – it is scaffolded play/nuanced play. It is linked to AEDC Oral Domains ... it is a change in pedagogy that can be linked to any open-ended activity and become embedded in our work.” (Assistant Regional Director, Metropolitan)

“This is real Transition work.” (Metropolitan Regional Director – site visit observations)

