



Transitions Policy

In the early years, it is vital that children are supported by positive learning experiences in an environment where they feel safe and comfortable. Effective and consistent transitions from home to pre-school, transitions between rooms, and then transitioning from pre-school to primary school, with plenty of support and preparation to reduce stress, will ensure that this is possible.

TE WHĀRIKI

Belonging - Goal 3: Children and their families experience an environment where they feel comfortable with the routines, customs, and regular events.

PROCEDURES:

Settling in Procedure Between Home and Pre-School.

- Parents and children are encouraged to visit at least 3 times before the child is expected to attend. We suggest these visits are booked for the week prior to the child's official start date.
- At these visits, parents are encouraged to get to know their child's teachers and share special information about their child with the Head Teacher.
- Parents will be asked to complete an information sheet about their child 'All About Me' which will be discussed and shared during visits.
- Parents stay during the first transition visit for an hour to support their child with settling into an activity or becoming happy with a teacher.
- Parents settling children into the centre, stay for a short time during the second visit then go to the lunch room for the rest of the hour. The final settling visit is just like a regular drop off with the parent saying a, 'Happy bye bye,' and then leaving the centre for an hour.
- Parents are welcome to bring any special toys or cuddly comforters that might help their child to settle.
- Parents will be asked to label bottles and clothing clearly to avoid mix ups.
- Parents will be encouraged to allow time for themselves and their children to settle into the new environment. Each child and parent settles at their own pace. Sometimes more visits are needed. Parents will be encouraged to remember that there will be good days and bad days in an early childhood setting, just like they have at home.

During the first few days, the Centre will maintain higher levels of communication to help facilitate this transition. They will do this by:

- Calling parents or caregivers during the child's first day to reassure parents that their child is coping with the day. If this is not the case and the child is unduly distressed and cannot be comforted, the parent will be encouraged to collect their child early and new strategies will be employed to help the child gain confidence in their new situation (photo books from home, cuddly, special toy or item for security, shorter days initially etc).
- Staff will call the parent or caregiver or speak with them on collection or drop off within the first few days regarding their first experiences. Do they parents have any further questions? Are they happy with the service? Is there anything we can do to further assist the transition.
- Staff will be empathetic and understand that this initial separation can be very challenging for both parents and children.



- Staff will be confident in learning parents and children’s names and will work hard to build a rapport and help families and children feel at ease and welcome in our Centre.
- Parents will be invited to sign up to the online communication forum we use for learning stories and newsletters and will be invited to join any social media pages or other communication channels.
- The child’s picture will be added to the Whanau wall and all name labels etc created.
- A learning story, welcoming the child to the Centre will be presented to the parents within the first two weeks of attendance.

Settling in Procedure Between Rooms at Pre-School.

Just Kidz environments empower children to feel acceptance, affection and achievement. In order to retain these feelings over a time of transition it is vital that there is positive and clear communication between teachers, parents and individual children during times of transition between rooms for children to avoid feelings of anxiety. Transitions will be handled sensitively and at a pace the child can cope with.

- Before a child’s transition, information using the ‘**Room To Room Transition Process**’ form, see Appendix 1, as well as a recently filled out ‘**All About Me**’ form, including the child’s name, date of birth, parent’s names and allergies, individual and group routines are exchanged between the new and existing teachers.
- Transitioning between groups is based on developmental readiness, availability of spaces and consultation with parents. Parents are notified and kept informed about the likelihood and timing of any space becoming available.
- Developmental readiness will be assessed bearing in mind **Priorities for Learning Prior To Transitions; Room To Room And To School**, see Appendix 2.
- In preparation for a transition, teachers support children for success in the child’s new environment by planning several transition visits. When possible, for infants, the first visits will include a teacher swap to keep a familiar teacher in the new room.
- Any security toy/blanket/cuddly can be brought from home or can be taken with them if already at the Centre. Depending on the child’s age and ability, teachers will encourage children to be responsible for putting these safely away when not needed, or make the comfort item available to reduce emotional stress.

Written information to accompany the child when they make their transition includes:

- 1) An individual information sheet which covers sleep time patterns, comforters, food preferences and eating habits, interests, toileting, language etc. See Appendix 1 ‘**Room to Room Transition Process**’ as well as a recently filled out ‘**All About Me**’ sheet.
- 2) The child’s peg photo.
- 3) Any relevant information from the child’s confidential enrolment form, this may include custody arrangements and/or health details such as an emergency action plan and medication.
- 4) A ‘**Welcome Booklet**’ for the new room will be given to the parents of the transitioning child



Transition Procedure Between Pre-School and Primary School.

At Just Kidz we recognise that primary school learning environments are quite different to early childhood settings. Our aims are to prepare children emotionally, socially, cognitively, and physically for school. We aim to empower children with a love of learning to make the transition from Just Kidz to primary school as smooth as possible.

We achieve this by:

- Teachers provide many different learning experiences which guide children in their eventual transition to school. Prior to attending primary school teachers encourage self-help skills, concentration span, respect for teachers, self, peers, and equipment.
- Activities and experiences that are developmentally appropriate, stimulating and engaging are offered, we honour what children can presently do as well as value the diverse skills needed when going to school.
- Children have discussions with teachers about the differences between Just Kidz and primary school. Books, pictures, and outings are also used to give children some insight as to what to expect.
- Where possible, staff will visit local schools, creating a relationship with the school and new entrant teachers to enable a smoother transition and provide families with information about the local provision.
- If the school is close by with regard to any of the Just Kidz Centres, a school transition visit may be prepared between the pre-school and local Primary School, where staff accompany children to view the school and experience some of the activities on offer, getting to know the staff.
- Children are encouraged to bring and share photos from school visits where possible.
- Once enrolled in primary school, children are invited/encouraged to come back to pre-school for a visit to share their experiences with other children, show their uniform and help with feelings of missing pre-school by reconnecting with staff and children on an occasional basis until their confidence in their new environment develops. This can be done after school hours when the pre-school is still open.

In the 6 months prior to transition to school, particular attention is paid to **‘Priorities for Learning Prior To Transition to School,’** See Appendix 2.

The child (age four and over)

- 1) Has internalized Just Kidz values.

**We take care of our things
We are kind to everyone
We keep ourselves safe
We listen to the teacher and make good choices**

- 2) Is confident with and respects Maori tikanga and taonga.
- 3) Participates in small and large groups confidently bridging their understanding respectfully to others and taking responsibility for their own and others learning.
- 4) Takes responsibility for own belongings and makes good pro-social choices.
- 5) Is confident with a wide range of physical movement including balance, being upside down, left side, right side coordination (preferably can travel across the monkey bars).



6) Has several **school readiness** skills including but not limited to:

- Telling and retelling their own stories,
- Drawing their idea,
- Writing own name using a capital followed by lower case letters,
- Starting letters from the top and writing from left to right as we read.
- Has a joy of reading, as well as some comprehension skills e.g. predicting and inferring.
- Early numeracy of counting to ten forwards and backwards,
- In context mathematics of fractions, pattern dynamics (including shape), sorting and classifying.
- Developing working theories about the world and living things.
- Have an awareness and respect for other cultures
- Are developing an increasing level of concentration and ability to attend to activities, often completing them to a high level.
- Being confident with many self-help skills, such as dressing themselves, using the wharepaku confidently and independently, managing their lunch and understanding the importance of eating at set meal times, choosing healthy options first, as well as looking after their own belongings.
- A developing and increasing ability to be creative and expressive, finding ways to think outside of the box and find solutions or in simply being creative for the pleasure of doing so.
- An empathy towards others and an ability to negotiate terms of friendship and consider others needs and wants.



Appendix 1

Just Kidz Room to Room Transition Process

Child's Name

1st visit 2nd 3^d 4th 5th 6th

- 1) Head teacher from the room sending a new child is to verbally organise the number of visits appropriate for the child's needs with the new room.
- 2) Photo taken in new room _____
- 3) HT to point out the positive and challenges unique to the child, give advice to the new HT.
- 4) Toileting status discussed.
- 5) Sleeps discussed.
- 6) Settling strategies.
- 7) Allergies and food preferences, including religious preferences, discussed and notes given to admin to amend room allergies list.
- 8) The Cook is to be informed on or before 1st transition visit of allergies or religious preferences if they do not already cater to this child and which room they will now be in.
- 9) Medications and Medical plans discussed, given to new HT, new HT to train her team.
- 10) Names of people who regularly pick them up and parent's names

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- 11) Behavioural or special needs issues discussed.
- 12) Sensitive information communicated, issues noted on the enrolment form.
- 13) Attach a newly filled out **"All About Me"** form to this form. Or the original if less than 3 months since enrolment.
- 14) Send any bedding bag tags, name tags, belongings, drink bottles and basket items on the final visit



Appendix 2

Priorities for Learning Prior To Transitions; Room To Room And To School.

We are considering learning aspirations we, (as teachers), have for children in preparation for transition from room to room and on to school.

Priorities are for the child to build confidence and feel competent to manage the change and extra demands of an older age group, different teachers and a new environment.

Consider as a team, what are 3 to 5 priorities that we focus on before a child makes the move to another room? Below are some examples for each age group that you may feel are important skills for readiness and coping in their next environment:

Under 2 years

- 1) Responds to or is familiar with the Just Kidz values/culture statements.
We take care of our things
We are kind to everyone
We keep ourselves safe
We listen to the teacher and make good choices
- 2) Sits at the table well for Kai with peers and is aware of karakia protocol and some Maori phrases.
- 3) Settling on a stretcher bed happily.
- 4) Group time, settles, contributes and listens for short periods.
- 5) Accepting putting an apron on for water and messy play and (depending how long they have been in the room and personality of the child) confidently participating.
- 6) Confidence climbing the 900 box and going down steps using turning around safely.

2- 3 years

- 1) Responds to Just Kidz values.
- 2) Drinks well from a cup at Kai time. Self-reliant at feeding with their own spoon.
- 3) Understands 5 Maori phrases in context.
- 4) Self-soothes at sleep time
- 5) Group learning skills at mat meeting and in small groups for collaborative projects.
- 6) Waits for a turn for shared equipment.

3-4 years

- 1) Can articulate and uphold Just Kids Values.
- 2) Socialises well at Kai time taking responsibility for clearing own plate and cup.
- 3) Fully toilet trained.
- 4) Respects Maori protocol of Kia Ora Whanau waiata/haka, karakia, haere mai call and pronounces these words properly.
- 5) Confident with small group and large group contribution.
- 6) Expresses ideas and feelings well.
- 7) Respects the rights of others to a turn.

4-5 years



- 1) Has internalized Just Kidz values.
- 2) Is confident with and respects Maori tikanga and taonga.
- 3) Participates in small and large groups confidently bridging their understanding respectfully to others and taking responsibility for their own and others learning.
- 4) Takes responsibility for own belongings and makes good pro-social choices.
- 5) Is confident with a wide range of physical movement including balance, being upside down, left side, right side coordination (preferably can travel across the monkey bars).
- 6) Has several **school readiness** skills including but not limited to:
 - Telling and retelling their own stories,
 - Drawing their idea,
 - Writing own name using a capital followed by lower case letters,
 - Starting letters from the top and writing from left to right as we read.
 - Has a joy of reading, as well as some comprehension skills e.g. predicting and inferring.
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 - Developing working theories about the world and living things.
 - Have an awareness and respect for other cultures
 - Are developing an increasing level of concentration and ability to attend to activities, often completing them to a high level.
 - Being confident with many self-help skills, such as dressing themselves, using the wharepaku confidently and independently, managing their lunch and understanding the importance of eating at set meal times, choosing healthy options first, as well as looking after their own belongings.
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