



TRANSITION

INTENT

To provide support for parents, whanau and children in any transition periods both in and out of the Centre.

PURPOSE

On the initial visit staff will spend time with parents to talk about the ways in which transition in and out of the Centre can be achieved. Parents, who have an understanding of the procedures taken to help children settle into new surrounds, will themselves feel supported in the process.

GUIDELINES

INITIAL TRANSITION INTO THE CENTRE

- All prospective families will be invited to visit this and other Centres to ensure the parents feel comfortable about what happens at our Centre and reassure parent's anxieties concerning their child.
- Prior to commencing attendance, family/whanau will be invited to attend the Centre with their child so all become familiar with the routines and requirements of Centre life.
- Family/whanau will be encouraged to speak with staff regarding any concerns they have about leaving their child, so staff can best meet these concerns. We encourage whanau always to say goodbye to their children so that children learn to trust in the process of being left
- Parents/whanau will be invited to telephone the Centre regularly to enquire how their child is.
- Parents/whanau will be made aware teacher ratios enable staff to be available for the shorter informal meetings to catch up on their child's development in the Centre or at an agreed time suitable to both parties for the more in-depth catch up.
- The teacher responsible for the child's profile will oversee and communicate the child's progress to parents /whanau.

ON-GOING INFORMATION

Staff will discuss with parents the most appropriate way to keep them informed about their child's day. (Transition plan form available for all rooms to use)

Methods that may be used for this are:

- Notebook – for messages to and from home
- Notebook with check list of toileting, feeding and sleeping
- Informal daily consultation (by ensuring staff are available to the parent)
- Phone calls
- Parent/teacher interviews
- Open invitation to visit the Centre
- Parent evenings.

TRANSITION WITHIN THE CENTRE

The centre operates in 4 age group settings. We have our *Infants and Toddler* room for children aged up to 2 years old. Our *Intermediate* groups are for children from 18 months up to 3.7 years, our licence for Nga Tamariki@MYPLC children is for ages 0- 3.7 years and our *Pre-school* group is for children over 3 years to six years.

Teachers' Check List for the Transition Plan within the centre

- Helen will advise projected transitions on the update.
- Team Leaders will discuss any transition concerns with the Director.
- The Team Leader will speak with the parents/guardians and outline the process involved, including arranging a time for parents to be taken to meet the staff, and specifically the teacher who will be responsible for the child's profile, (ie the "buddy") in the new area and to have new routines explained.
- A transition plan will be put in place. A photo of the child transitioning will be given to the new room so that everyone is aware who is transitioning
- Teachers in both rooms will liaise to ensure ratios are met while transitioning visits are made.
- A teacher from the room the children are in will take the transitioning child over for a number of visits so they become familiar with the people, environment and routines of the new area.
- The first visit will be for about 30 minutes.
- The second and third visits will extend out to 1 hour.
- When the child is comfortable, they will be left for a longer period of time to follow the programme of the new room, with or without the current teacher present, depending on how they are coping.
- Teachers report back to parents and whanau to ensure any concerns are being addressed about the transition process.
- Teachers will ensure parents and guardians are comfortable with the transition process before the transition is completed. Children and parents may experience some distress during this process so teachers will make sure they have support systems in place to ensure the emotional well-being is nurtured for all involved and that the process is as positive as possible for all concerned.
- The profile for the leaving child must be handed into the office 2 weeks prior to their last day. The new room will also have the chance to read the profile before it is returned to the home room.
- Children will spend the final day in their old room and receive their profile as part of the farewell ceremony.
- When a child starts in a new room a report will be made on their first day/ week and given to parents.
- There will also be a 6 weekly settling report, and at this stage the profile should be sent to the office.
- About 2 months from the start of the new booking, teachers should catch up with the whanau to evaluate the transition process.

TRANSITION TO SCHOOL

We aim to provide the child with the necessary skills and experiences that will ensure he/she experiences as little trauma as possible when the time comes for transition to another educational facility.

Because it is not feasible for us to take all children on school visits, we strongly encourage parents to establish a relationship with the school when the child is nearing the time to start school. It is necessary that the parents find out about the school and make these important transition visits with their own child. The Centre will endeavour to support any requests from parents concerning these visits.

Teachers in the Pre-school try to visit the schools the children will be attending, and a “school case” has been set up with resource material for the children and their families. Teachers from the schools sometimes come to visit the child in their centre environment and newsletters from the school are available in the pre-school.

Specifically we can:

- Build up a special resource box for transition.
- Read and discuss books about school
- Encourage the children to talk about school so any fears, expectations are shared. Have a lunch box day so children are familiar with the process of independently eating lunch
- Be aware of the names of new entrant teachers
- Invite older school children to the Centre – encouraging them to play with and read to the children.
- Ensure visits have been made to the school.
- Parents/whanau/hapu will be made aware it is their responsibility to enrol their own children at school.

Below is a list of self-help and social skills which you might consider to help the child’s transition to school –

- Confident in toileting and washing hands, nose blowing, provide child with opportunity for eating and drinking in public.
- Encourage children to recognise their own name, Encourage children to write their own name.
- Teach left and right for putting on shoes, Teach children to tie shoelaces.
- Can children take off hat, coat, jersey and put same on?
- Encourage child to stay overnight with grandparents, aunt, uncle or friends to build confidence for longer separations.
- Does your child know how they will be going to school? Encourage visits to the school your child will be attending.
- Check out toilets, drinking fountains, where to hang coats, put lunch boxes, hear the school bell.
- Discuss morning, tea, lunch and afternoon tea concepts; Arrange a visit at playtime; the noise and number of children can be threatening to some children.
- Always introduce potentially frightening things slowly e.g. large open spaces – play-fields.
- Responds to greetings, Is happy and secure to be left without parent,
- Self-motivated, chooses own activity, Participates easily in a group.

- Initiates conversation with adults and peers. Shares experiences with adults and peers, Independent in self-care skills. Encourage your child to ask for help.
- Takes turns, Responds appropriately with please and thank you.
- Understands concept of sharing.
- Has good self-esteem; Is confident, willing to try things.
- Can Accept instructions from adult other than parent. Can express themselves.
- Has good use of large/small motor skills.
- Can follow simple directions. , Completes simple tasks.
- Participates confidently in music, stories, and physical activities.