



C&L-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. For older children who may have more pre-school experience and confidence such as in the pre-school room, less visits may be appropriate.
- 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/ class teachers.
- Parents will be asked to complete an information sheet about their child '**All About Me**' which will be discussed and shared during visits. Parents of Infants should fill in an Infants Routine Form.
- Parents stay during the first transition visit for an hour to support their child with settling into an activity and getting to know the teachers.
- Parents settling children into the centre, stay for a short time during the second visit then go to the lunchroom for the rest of the hour.
- The final settling visit is just like a regular drop off with the parent saying goodbye and then leaving the centre for an hour. They should remain close to the centre (perhaps a coffee down the road) and all information and enrolment details, emergency contacts, medical information etc. (F-008) and enrolment fee must be provided and confirmed before this can happen. Children will be recorded as a 'settling visit' on the classroom sign in sheet for safety purposes (should there be an emergency exit of the premises required), with their sign in and out times recorded. Ratios will be maintained at all times and the centre will not exceed licence numbers.
- Parents are welcome to bring any special toys or cuddly comforters that might help their child to settle. Photos of the child's family is also useful, and the whanau board should be added to as soon as possible.
- 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.
- When possible, every endeavour will be made to pair the new child with a new friend or someone who will support them and help them feel welcome, inviting them to play and learn.



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 (or come back and stay with their child for the session) 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).
- Parents will be encouraged to phone the Centre and ask after the well-being of their child/ren.
- 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 if not already complete.
- 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 (or any other children who require it), the first visits will include a teacher swap to keep a familiar teacher in the new room. (Toddler children may be more comfortable with new staff if they have a shared O2 playground)



- 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.
- When possible, every endeavour will be made to pair the new child with a new friend or someone who will support them and help them feel welcome, inviting them to play and learn.

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. The primary school will be encouraged to invite pre-schoolers for any special events.
- 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.

- 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

Has many or all of the following school readiness skills including but not limited to:

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) and can jump and land safely with two feet together.
- 6) Telling and retelling their own stories, using complex sentences, linking ideas and incorporating an increasingly diverse range of vocabulary.
- 7) Drawing their idea, expressing thoughts, feelings and theories.
- 8) Writing own name using a capital followed by lower case letters, as well as attempting other words as they imagine or hear them.
- 9) Starting letters from the top and writing from left to right as we read.
- 10) Has a joy of reading, as well as some comprehension skills e.g. predicting and inferring.
- 11) Has a good knowledge of phonics and is able to demonstrate this giving examples of words for sounds or a letter for a word and may attempt to write some words based on what they can hear. This can include beginning, middle or end sounds in words.
- 12) Comprehension with books is increasing further with children beginning to make up their own stories or predict outcomes. Text takes on new meaning as different fonts demonstrate emphasis and so forth in the book.
- 13) Early numeracy of counting to ten (or higher) forwards and backwards, recognising many or all of these numbers in print and understanding number value, including more and less.
- 14) In context- more challenging mathematics, including fractions, pattern dynamics (including shape and 3D shapes), sorting and classifying and volume, weight and measure. Often tests or checks outcomes. Is becoming increasingly aware of time.
- 15) Developing working theories about the world and living things with an increasing knowledge base of science and nature topics. ICT is becoming increasingly important as skills continue to develop.



- 16) Have an awareness and respect for other cultures and awareness of their own and their own unique traits.
- 17) Are developing an increasing level of concentration and ability to attend to activities, often completing them to a high level.
- 18) 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.
- 19) Moves freely and safely, demonstrating mastery over their physical attributes.
- 20) 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, continuing to build on ideas.
- 21) An empathy towards others and an ability to negotiate terms of friendship and consider others needs and wants.
- 22) Is able to consider the consequences for words and actions for themselves and others.
- 23) Shows an increasing level of confidence and self-esteem as they recognise their own abilities and self-worth.

5-6 years (continuing in Pre-school room)

- 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 increasingly able to have detailed conversations, take account of another's point of view and negotiate their views, opinions and beliefs.
- 6) Is able to make up some rhymes and understands rhyming words.
- 7) Has an awareness of text, language and punctuation (capital letters, full stops).
- 8) Writes for increasingly complex purposes and may attempt to write a sentence or shopping list.
- 9) May begin to use phonics knowledge to read a simple early reader book. Uses knowledge of text, and picture clues to assist with this.
- 10) Has a deeper level of concentration and participates with deeper perseverance to complete tasks to a high standard.
- 11) Shows increasing care for their friends and will put others needs before themselves when required.
- 12) Increasingly understands rules and follows these in situations and more complex ways such as games.
- 13) Seeks deeper understanding about their own and other cultures, noticing similarities and differences and embracing these.
- 14) Shows full independence in self-help and care skills and understands basic requirements to maintain a healthy body. Takes care of own belongings.
- 15) Shows increased accuracy and knowledge with mathematical awareness across the range of skills. Increasingly understands time and measure as well as calculations. Is becoming confident with numbers up to 20 and beyond. Shapes are found everywhere and 3D shapes are becoming widely used.
- 16) Creatively can add to projects over time, building on ideas, altering plans as needed. Becomes more deeply involved in creative arts such as music, dance, drawing, painting constructing, role play and so forth as well as creative thinking and finding creative solutions to problems.



- 17) Physically shows good confidence and can find their own space when required without bumping into objects or people, shows increased skill when handling fine objects or complex tasks such as dribbling a ball.
- 18) Increasingly asks 'what, where, when, how, why' questions to learn about their world, their place in it, as well as science and nature. Understands more complex knowledge in relation to the planets and what makes up the world.
- 19) Increasingly able to operate and learn through methods involving ICT.

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