

Otago University Childcare Association.

Procedures to Support Transitions

Rational: To assist the child and their parent in making the transition into a centre, between centres, or between centre and school, a positive learning experience.

Children will continue to be confident, competent learners while establishing a sense of belonging in their new setting. Trusting relationships are built between the child, family and teachers.

Transitions into Centres

Procedure:

1. Once a place has been accepted the Head Teacher will meet with the parents to pass on information about the centre, establish a process for gradually familiarising the child and family with the centre and the profile teacher will be introduced.
2. The length of time taken for settling varies depending on the child's requirements. There is no charge until the child stays beyond 3 hrs.
3. While the age and particular circumstances of the child and their family will dictate the settling process it is our preference that children visit frequently, extending the time without their parent on each occasion.
4. The aim of settling is for the child and parent to: establish a relationship with at least one teacher, be familiar with routines and for knowledge about the child to have been shared.

Transitions between Centres

Procedure:

1. Small groups of Te Maioha children will visit the centre they will eventually move on to on a weekly basis. Timing for joining the group will be dependant on keeping the group to four and giving priority to the oldest. The Te Maioha teacher stays with the children.
2. Every six months the Head Teacher of Te Maioha meets with the relevant Head Teacher.

- a. Draw up a strategic plan for the next 6mths.
 - b. Assign profile teachers
 - c. Discuss the individual children's requirements
 - d. Establish possible start date.
 - e. Confirm hours required.
3. The child's parents are consulted on their requirements.
 4. One month prior to start date the Head Teacher from the new centre arranges a meeting with the parents and ensures they have an enrolment pack.
 5. Three weeks prior to start date the new profile teacher visits Te Maioha to meet the child, read their profile book and meet with the existing Kaitiaki/profile teacher. Knowledge of this child is transferred which presents the child as an individual learner with existing knowledge, dispositions and history.
 6. Transition narratives are shared between Te Maioha and the relevant centre.
 7. Relevant transition information in a notebook for **all staff to read**.

Transitions between Centres and School

1. 6 mths before a child turns 5yrs the Head teacher will initiate a discussion with the parents about arrangements for school and the possibility of after school care / holiday care.
2. Teachers will informally support parents in understanding the transition requirements for each individual child into a new school culture and provide information on request.
3. A visit to the school with a group of the child's peers will be arranged if possible.
4. Profile Book
 - This will be up-to date before the child leaves
 - A key competencies summary will be included.
 - Parents will be encouraged to share the Profile Book with the school.

Possible Centre Curriculum initiatives:

Create a 'school board' – a photo of the school and a photo of children who have gone to that school.

Children take the camera on their school visit to capture` what is important to them.

Make a book representing the school experience.

Access information about individual schools.

Liaise with the school over possible buddies for the new child.

Offer practical support for parents eg. What to include in a lunchbox, managing a lunchbox, what to eat when.

OUCA teachers will engage in discussion with primary teaching colleagues at every opportunity and will also participate in the wider education community.

Review date: July 2016