



## **TRANSITION TO SCHOOL POLICY**

### **Rationale:**

Transition is a time of change; there can be discomfort, fear, a time when an individual is outside of his/her comfort zone.

At Akoranga preschool we recognise this and will put in place supportive measures, these will help the individual emotionally in coping successfully with transition.

### **Policy Statement:**

The transition period will occur over a length of time according to the individual learning rate & pace; there will be flexibility in recognition of the learners learning style; and readiness for the acceptance of change will be observed and documented, if required, on each individual according to need.

### **Best practice for ECE Kaiako as tamariki approach transition to school:**

- Develop and engage in collaborative relationships with whānau, schools and external support agencies to support tamariki as they approach transition to school.
- Provide a responsive curriculum across all strands of Te Whāriki and understand links to The New Zealand Curriculum.
- Start transition to school process 6 months prior to planned start date (12 months for students with special needs).
- Provide whānau with information on local schools and how best to support children in their transition.
- Provide tamariki with information on school in general and the school they are transitioning to in particular.
- Support tamariki to prepare for, engage in and reflect on school visits.
- Provide schools with a summative assessment of children's learning including cultural identity, dispositions, interests, knowledge, and skills across strands of Te Whāriki and linked to The New Zealand Curriculum.
- Celebrate a child's transition in a positive way.
- Contact whānau/school after a few weeks to review and reflect on transition.
- Conduct regular self-reviews of transition policy and process.

## Process:

### 1. Maintain relationships with local schools

- Be familiar with location of the schools within the local community
- Network with schools and new entrant teachers via groups such as Kahui Ako (Communities of Learning) and Best Start groups.
- Maintain contact with schools via visits and phone calls
- Stock copies of school prospectus for each school

### 2. Identify children to leave for school

- Identify children transitioning to school in the following year (using Storypark age sorting facility).
- Use “Senior Children Transitioning To School” plan template (Appendix 1) to start a new plan for the year
- Add children to this plan entering all known details.
- Add any children starting at preschool within a year of their 5<sup>th</sup> birthday to this plan also.

### 3. Enrolment Decision Support

- 6 months prior to child’s 5<sup>th</sup> birthday begin transition to school conversations with whānau
- Provide information as required to support decisions on enrolment – prospectus, open days, own knowledge etc.
- Provide parent/whānau information sheet (Appendix 2) on how whānau can support children through transitions

### 4. Transition Planning

- 6 months prior to a child’s 5<sup>th</sup> birthday, assess their learning against Te Whāriki and identifying any areas to work on prior to beginning school
- Document in transition plan and incorporate into individual planning
- Discuss with whānau
- Document progress in learning stories

### 5. Supporting Transition Visits

- Discuss transition visits with child and help them count down to this in a positive way
- Discuss with child things and people they might see at school, things that might be the same/different, questions they might like to ask etc
- Use resources such as story books, school pamphlets, websites etc to support this process
- After each school visits give the child an opportunity to reflect and share their experience with Kaiako and peers e.g. looking at photos, resources, sharing at news time, wearing uniform to preschool

### 6. Transition To School Statements

- Use “Transition To School Statement” Template and Guidelines (Appendix 3) to write a concise (1 page) summative assessment of childrens learning including the child’s voice, cultural identity, dispositions, interests, knowledge, and skills linked to both Te Whāriki and The New Zealand Curriculum.
- Make 1 copy for the child’s parents/whānau and give them an opportunity to discuss this with you prior to the child’s last day
- Make another copy for the child’s school/new entrant teacher

#### 7. Farewell Celebration

- Invite parents/whānau to attend their child's farewell celebration at 2.20 in the afternoon
- Make sure that they know there is no expectation for them to provide food or gifts for the celebration-Akoranga Preschool provides a special celebration fruit platter.
- Invite the child to create a crown and/or pretend cake (or something similar) to show at their celebration
- Print out a Akoranga Preschool **Graduation Certificate** (Appendix 4) and invite all kaiako to sign with a short message prior to farewell.
- At the farewell mat time invite the child to wear the celebration korowai, present them with the crown, cake and certificate, and invite the other children to sing "Happy School Days" to them.
- **Take photo from planning board and add it to the photo board of the school they will be attending so the children who follow them have a reminder of who they are**
- Have lots of fun together on their last day!

#### 8. Review and Reflect

- A few weeks after the child starts school, contact the family and check in to see how things are going – phone, email, survey etc
- Use feedback to conduct spontaneous self- review of transition process if required

Date: July 2024

Review Date: July 2026