

TRANSITION TO SCHOOL POLICY

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1 Understanding the Significance of the Transition to School

- 1.1 Transitioning to school marks a time of change in a child's life. Children thrive on predictability and consistency, change can have an impact on their lives. Educators and families can support children in this transition by assisting them to understand the changes that are likely to happen as part of this transition.
- 1.2 Our work with children is intended to support their development from a holistic approach and will focus on all areas of development. Social and emotional readiness for school are critical. Children who can function socially within a classroom environment will feel a sense of belonging and will feel safe and secure in the learning environment. These children will be more successful learner's long term.
- 1.3 Children who have a positive start to school are likely to enjoy school and engage in learning, and therefore, experience longer term academic and social success. Programs that support a child's transition can assist in achieving this positive start to school.
- 1.4 We know that children learn more in their first few years of life than at any other time. Research shows us that exposure to a quality play based early childhood program has a positive impact on children's brain development. Skills and dispositions that will enhance children's success at school are acquired throughout our daily program.
- 1.5 We understand that school orientation is only one part of the transition to school process and that the transition process should involve all stakeholders – children, families, early education and care centres and schools.

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, Kids Uni CBD, Kids Uni iC – Preschool, Kids Uni iC – OOSH.

2 Aim

- 2.1 Establish and maintain positive relationships with preschool children, families, educators, and primary schools that will support children's transition.
- 2.2 Provide a transition process that is responsive to the needs of the preschool children and their families.
- 2.3 Provide a comprehensive preschool program that encompasses all learning opportunities and reflects continuous development for each child.
- 2.4 Support educators understanding of successful transition processes for children through ongoing training, participation in networking opportunities, providing current research journals, and attendance at conferences.

3 Implementation

- 3.1 Experiences that will support children's dispositions for learning are available at all times and are embedded into our daily educational programs and routines. Such experiences build on children's strengths and also develop areas where children may require more support.

- 3.2 Children are provided with spontaneous and intentional learning opportunities that support children to meet the five outcomes of our National Curriculum document, the *Early Years Learning Framework (EYLF)*.
- 3.3 Some examples of experiences that may be offered in our program that would support a successful transition to school may include:
- * *children learning to work, communicate and participate in group situations.*
 - * *intentional teaching and modelling around social concepts such as sharing and turn taking.*
 - * *guiding children through appropriate conflict resolution strategies.*
 - * *encouraging children to be socially responsible citizens in caring for their immediate and broader environments.*
 - * *supporting the development of empathy in children so that they can be understanding of others within their learning environments and broader community.*
 - * *learning about diverse cultures, people and ways of being in order to develop tolerance and acceptance of others.*
 - * *children having a sense of agency and responsibility in decision making within their environments.*
 - * *intentional and spontaneous learning about cognitive concepts such as:*
 - *literacy (writing, phonics, book handling skills, pre-reading skills such as learning the direction of text, exposure to a variety of texts and text types)*
 - *Numeracy (exploring mathematical concepts such as counting, measurement, numeral recognition, addition, subtraction)*
 - *other mathematical concepts (such as grouping and sorting, weight, shapes).*
 - *scientific concepts including opportunities for experimentation, investigation, problem solving and the use of technologies.*
 - * *children learning self help skills in toileting, dressing and managing their own belongings.*
 - * *children learning to be responsible for their own health and wellbeing, including developing an understanding about their bodies and making healthy choices to support their physical development.*
 - * *children having opportunities to develop physical skills including fine motor development to support writing (development of pincer grip), balance, hand-eye co-ordination, foot-eye co-ordination.*
- 3.4 We recognise that successful transitions will occur when they happen in partnership with educators, families and schools. Sharing of information between all stakeholders is encouraged in the lead up to the transition, within our privacy guidelines.
- 3.5 We will support families by making resources and information available. Information evenings may be held for families to provide information around the transition process. Information regarding relevant community events such as expo's or transition to school picnics will also be shared with families.
- 3.6 Educators will undertake a summative assessment for each child transitioning to school. The NSW Department of Education *Transition to School Statement* will be the tool used to communicate this assessment information with families and primary schools.
- 3.7 Social events may also be organised to support children's transitions, including inviting children who have transitioned to school back for visits during Term 1 of the following year. This allows for the children to share their experiences with the other children.

4 Source

Education and Care Services National Regulations 2011
 National Quality Standard
 Early Years Learning Framework
 Illawarra Transition to School Project
 NSW Department of Education

5 Review

This policy will be reviewed every 2 years and the review will include Management, Employees, Families and Interested Parties.

6 Version Control Table

Version Control	Date Released	Next Review	Approved By	Amendment
1	Oct 2012	Oct 2013	Michele Fowler Manager – Kids Uni	
2	Mar 2013	Oct 2014	Michele Fowler Manager – Kids Uni	Paragraph inserted re application of policies across all centres. Migrated into new QA format.
3	Feb 2014	Sep 2016	Michele Fowler Manager – Kids Uni	Policy reviewed with amendments made in accordance with the EYLF. The review period changed to 2 years.
4	Jan 2018	Jan 2020	Kellie Grose – Children's Services Manager	Aligned policy with contemporary approaches to supporting transition to school. Broadened focus on learning to encompass social and emotional development. Added Transition to school statement as tool for summative assessment.