

Transition Policy and Procedures

Rational: Transitions are an important part of life, and learning to manage different expectations, identities and roles is an inherent aspect of development (Rogoff, 1997). Individuals respond to change differently. Some may be excited, some take in their stride, while others experience anxiety. During early childhood transitions parents/whānau and even teachers can experience these emotions, as do transiting children. We will offer support and care to ensure that each child makes a happy transition into the centre environment.

Principle: Children will always be supported during any transition at Bright Babes Early Learning Centre with positive attention from teachers and in full consultation with their parents/whānau.

Practices:

New enrolment visits

For anyone who is newly enrolled in any area we would recommend at least 2 transition visits, more will be encouraged if need be. These visits allow for the child and family to become familiar with the environment, get to know their teachers, be involved in the Centre routines, join in the daily programme. There is no fee charge for these visits while the parent is visiting with the child. Parents will be asked to complete information sheets such as the 'about me' forms in order to help with the settling of their child. These forms will be discussed and shared during visits.

Settling children

Children's needs are individual when it comes to settling in a centre, communication is vital between teacher and family. For the first week or so we invite parents to stay and help their child get settled. Settling into an activity or comfortable with a teacher before leaving is ideal but not always the case, for parents who may be struggling to leave we suggest saying goodbye to their child and letting a teacher know that they are leaving. Parents are encouraged to call us if they would like to know how their child is doing in their day. Parents are welcome to bring in soothers such as cuddlees or a teddy, that may help with settling, when the child is happy in play these soothers will be placed in the child's bag. Kaiako will support children in the self-regulation process and encourage children to self-soothe themselves. Teachers are aware of the diversity of children's needs and will collaborate with parents. We also encourage parents to label clothing, and property clearly as to avoid mix ups.

Transitions between rooms

Transitions between rooms will depend on each individual child's needs but are inevitable, the best we can do is support the child and family and make the process as informative and smooth as possible. Firstly, there are guidelines and a procedure that staff will follow to ensure that the child and family are ready to transition. Transitions are always discussed and planned in consultation with the parents and whānau, and a transition plan will then be filled out for all parties to sign, this form will have vital information about the transition that is about to take place and for the new area to gain information about the child. Parents and child will be introduced to the new area and the teachers there. Teachers will have

conversations with the family to gain new information such as about me forms and use this opportunity to explore and discuss the room and how it runs. The child will then start with short visits with a teacher from their current room. When the child is showing signs of being comfortable in their new environment the visits will lengthen and the support of the teacher transitioning the child will shorten, this will continue until the transition is complete. Transitions from Baby room to Little Toddler room can differ. As the child has a primary caregiver in the Baby room, their secondary caregiver is a Little Toddler teacher, therefore they already have a familiar person they are comfortable with, parents will have this explained to them come transition time.

Every child is individual and has personal needs, teachers have a variety of strategies to assist during this time.

Transitions to school

Transitioning to school is an exciting but unknown experience for a child. We aim to prepare children emotionally, socially, cognitively, and physically for school. Ensuing children are proficient in basic skills before they begin school. For example, recognising names, dressing oneself, can write or attempt to write their own name, are familiar with numbers, can recognise colours and a range of different basic shapes and can go to the toilet independently. Kaiako will also encourage self-help skills, concentration span and respect for kaiako, self, peers, and the environment. Kaiako and tamariki will visit our local school – Pukete Primary when possible, such as library visits. We have a strong connection to our local primary, supporting communication between centre and school. Kaiako share with parents and whānau information they know or have access to about primary schools. When a child is enrolled at a school parents are encouraged to take their child for school visits. If the school visits are at Pukete School, we can assist with visits if and when possible. The child is encouraged to share their experience with their peers as to ensure the whole experience for the child is positive and supported. The child’s birthday and/or their last day will be celebrated with in the centre. Children take with them their individual profile book as a keepsake from their precious early childhood years.

Policy Review Schedule

Review every three years or when there is a significant change in the area of the policy topic.

Introduction Date:	July 2019			
Next review date:		July 2022		
Comment:	Updated to reflect practice and regulation			
Consultation Undertaken:	Staff Management Parents and families.			

