

BERMAGUI PRESCHOOL



5.12 Transition to School

Written By

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Aim

Starting school is a significant milestone in the life of any child and family. Our service supports continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities and by developing strategies that support a positive transition to formal schooling. (Standard 6.3)

The education and care service will liaise with local schools to develop a smooth and comprehensive transition to school program. The education and care service will work in collaboration with families to support the individual strengths and needs of each child and provide a high quality program to help children experiencing the transition to formal school.

Strategies

Starting school is a major transition for young children. When children know what to expect they are much more likely to feel confident and happy about starting school.

The education and care program assists children to develop the following skills considered useful for engaging positively in the school environment:

- Concentrating on the task at hand
- Persevering when faced with difficulties
- Responding positively to new situations
- Taking some responsibility for their behaviour as it impinges on others in the group
- Developing the communication skills necessary for group or individual play
- Developing positive feelings about themselves and others
- Experiencing a sense of self satisfaction resulting from achievement.

The Educational Leader will:

- Establish systems across the education and care service to ensure there is continuity of learning when children transition to school.

Strategies**Educators will:**

- Encourage children to start thinking and talking about school by exploring various elements of the school experience. (E.g. uniforms , eating packed lunches, talking to older children about school and how a school environment is different.)
- Talk with children about starting school, respecting any concerns and communicating these to families.
- Communicate with families to ensure the education and care service is meeting the individual strengths and needs of the children and families.
- Consider family priorities and any concerns about the transition process. Each families cultural and linguistic needs will be respected, along with family diversity.
- Develop a program to ensure a smooth transition for children from the education and care environment to the school environment. The program requires both parent and educator support for the child. This collaboration will ensure the best possible climate for this transition.
- Consider the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep times may prepare some children for the longer school day routine. Children will continue to have rest periods and quiet activities during the day. Beds will be available for any child who requires rest or sleep.
- Focus on school readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly.
- Regularly discuss children’s development and readiness for school with families.
- Support each family’s decision about when to send children to school, acknowledging the NSW Department of Education and Training’s policy that “children must turn five by July 31 in the year they start Kindergarten. All children in NSW must start school by their sixth birthday”.
- Develop an information package for families about the transition to school. This will include information on school readiness skills, how to support children and what to expect with the transition process. This package will be reviewed each year to meet the needs of the families and to incorporate updated information from local schools.
- Be supported to access professional development opportunities to ensure current knowledge and practice regarding transition to school is employed within the education and care service.
- Facilitate relationships and networking with local schools to support children and families with the transition process and to open lines of communication. The importance of school preparation through school visits, orientation days and meeting the Kindergarten teachers will be regularly promoted.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010
 Education and Care Services National Regulations 2011

Resources & References

Education and Care National Regulations 2011: 118, 148

The National Quality Standard (2010).

Being, Belonging and Becoming: The Early Years Framework for Australia (2009).

Early Childhood Australia's Code of Ethics

NSW Department of Community Services – School Readiness -

www.community.nsw.gov.au/DOCSWR/assets/main/documents/school_readiness.pdf

NSW Public Schools -

www.schools.nsw.edu.au/gotoschool/primary/startingschool.php

Relevant Documentation

This policy is displayed in the Preschool and will be provided as part of Bermagui Preschool Induction Procedure.

Date Adopted:

January 2017

Review Date:

January 2020