

# TRANSITION TO SCHOOL POLICY

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## Best Practice – Quality Area 1 & 6

### PURPOSE

CKCC aims to liaise with local schools, families, educators to develop a smooth and comprehensive transition to school for all children. CKCC supports children and families by strengthening the development and delivery of transition programs and provide a shared understanding between our service and local primary schools about what is important for children and their families during the transition to school process.

We believe it is vital to enhance children's social and emotional development to ensure a successful transition to school, by developing these skills and abilities and promoting their creativity and individuality, we promote children's ability to become confident and successful learners.

### POLICY STATEMENT

#### 1. VALUES

CKCC is committed to;

- Engaging children, families, professionals, educators and community members in the transition to school process to ensure the implementation of this policy is meaningful, supportive and reflective of best practice. Transition is viewed as a collaborative and dynamic process occurring overtime ensuring a sense of belonging in all environments.

#### 2. SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Person in Day to Day Charge, Early Childhood Educators, other Educators, students on placement, volunteers, parents/guardians and children.

#### 3. BACKGROUND AND LEGISLATION

##### Background

The *Education and Care Services National Law Act 2010* (National Law) requires services to deliver an educational program (curriculum) that is based on an approved learning framework. In Victoria, approved learning frameworks for the early childhood sector are the *Early Years Learning Framework (Belonging, Being & Becoming)* (refer to *Sources*) and the *Victorian Early Years Learning and Development Framework* (refer to *Sources*). These documents are underpinned by practices and principles that encourage reflection and provide educators with a thorough understanding of the pedagogy of early childhood curriculum in a contemporary context.

Part 4.1 of the *Education and Care Services National Regulations 2011* (National Regulations) outlines the operational requirements for the educational program and practices within services, including the requirements for documentation of assessments in relation to the educational program. There is no prescribed method in the National Law or National Regulations for documenting assessment of children's learning. Each service must determine a method that suits their individual circumstances. To meet the documentation requirements of the National Regulations, the assessment must include an analysis of children's learning. Collecting this information enables educators to plan effectively for each child's learning and development. It can also be used by educators to stimulate reflection on their own values, beliefs and teaching practices, and to communicate about children's learning with children and their families.

## Understanding the Significance of the Transition to School

1. Transitioning to school marks a time of change in a child's life. They thrive on predictability and consistency as 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.
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 learners' long term.
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.
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.
5. We understand that school orientation is only one part of the transition to school process and that the transition process should involve all stake holders – children, family's early education and care centres and schools.

## Legislation and standards

- Children must turn 5 by the 30<sup>th</sup> April to attend school that year.
- Victorian State Government Education and Training.
- Transition Learning and Development Statement.
- <http://www.education.vic.gov.au/childhood/professionals/learning/pages/transition.aspx>
- Education and Care Services National Regulation 2011.
- Education and Care Services National Law Act 2010.
- National Quality Standards, -

### **Quality Area 1: Educational Program and Practice.**

Standard 1.1 – The educational program enhances each child's learning and development.

Standard 1.2 – Educators facilitate and extend each child's learning and development.

### **Quality Area 6: Collaborative partnerships with families and communities.**

Standard 6.2.1 – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Standard 6.2.2 – Effective partnerships support children's access, inclusion and participation in the program.

Standard 6.2.3 – The service builds relationships and engages with its community.

## 4. DEFINITIONS

Definitions of terms regularly used in policies for the early childhood education and care sector – e.g. Approved Provider, Person with Management Control, Nominated Supervisor, Regulatory Authority etc. are provided in the *General Definitions* section of this manual and can be referred to as required.

- **Transition Learning and Development Statements-** This Learning and Development Statement summaries children's abilities as they start school. The statement assists teachers to get to know the children beginning school and their individual learning styles. Completing this statement is a kindergarten funding requirement. The statement is prepared by an Early Childhood Educators and families and includes outcome descriptor describing children's learning and development against the five outcomes of the VEYLDF. Parents have an option to share this statement with the child's future school or 'opt out'. The transition statement is completed electronically and can be downloaded to share with families and early childhood services.
- **VEYLDF** – The Victorian Early Years Learning and Development Framework (**VEYLDF**) adopts a comprehensive approach to children's learning and development. The **VEYLDF** sets out outcomes and practices to guide early childhood professionals in their work with all families and their young children from birth.

## SOURCES AND RELATED POLICIES

### Sources

- Australian Children's Education and Care Quality Authority. (2014).
- Australian Children's Education and Care Quality Authority [www.acecqa.gov.au](http://www.acecqa.gov.au))
- Belonging, Being, Becoming – The Early Years Learning Framework for Australia. <http://education.gov.au/early-years-learning-framework>
- Department of Education, Employment and Workplace Relations. (n.d) Developmental milestones and the Early Years Learning Framework and the National Quality Standards.
- Docket. S & Perry. B (2001). Starting school: Effective transitions. Early Childhood Research & Practice, 3(2) Retrieved from <http://ecrp.edu/v3n2/docket.html>
- Education and Care Services National Regulation 2011.
- Education and Care Services National Law Act 2010.
- Educators Guide to the Early Years Learning Framework for Australia. <http://education.gov.au/early-years-learning-framework>
- Early Childhood Australia - Commitments to Action.
- Margetts, K. (2007). Understanding and supporting children: Shaping transition practices, Informing Transitions in the Early Years, 1, pp 107-119.
- National Quality Standards.
- Transitions to School: Perceptions, Expectations and Experiences. Docket. S. & Perry. B (2007). Sydney, Australia: UNSW Press.
- Transitions to School Resource- <http://www.transitiontoschoolresource.org.au/tts-content/considering-when-to-start-school>

### Service policies

- Bush Kinder Policy.
- Curriculum Development Policy.
- Interactions with Children Policy.
- Inclusion and Equity Policy.
- Kindergarten Curriculum Development Policy.
- Nutrition and Active Play Policy.
- Privacy Policy.
- Screen Time Policy.

## PROCEDURES

### **The Approved Provider, Persons with Management Control, Nominated Supervisors, Person in Day to Day charge and other educators is responsible for:**

- Establish strategies across our service to ensure there is continuity of learning when children transition to school.
- Discuss expectations with families or their child as they prepare to transition to school.
- Work in partnerships with families to ensure children's transitions to school is positive, informed, and enhances individual development.
- Be aware of critical cut off dates with various Education Departments to accommodate children with a disability or developmental delay into a new educational setting and share this information with families and to support them.
- Be flexible and ensure transition programs are tailored to the specific needs of all children in our services.
- To have an understanding of all the funding requirements that is offered to a funded 4-year-old kindergarten program.

### **The Early Childhood Teacher and other educators are responsible for:**

- Incorporate transition to school into the daily program by encouraging children to think and talk about school by exploring various elements of primary school (this may include uniforms, eating packed lunches talking about school and how a school environment is different).
- Talk with children about starting school, respecting any concerns and communicating these to families.
- Ensure children are active participants in their transition to school.
- Communicate with families to ensure we meet the requirements of the individual strengths and needs of all children and families.
- Consider family priorities and any concerns about the transition process. Each family's 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 cooperation will ensure the best possible environment for children's transition.
- Contemplate the individual rest or sleep needs of children in the months leading up to the transitioning to school and whether a reduction in sleep time may prepare some children for the longer school day routine.
- Discuss children's development, strengths, and competencies for transition to school with families.
- By working and liaising together with external organisations for support e.g. Preschool Officer, Inclusion Support Agency (ISA) and Kindergarten Inclusion Support (KIS) which can help children enjoy a great start to school
- Support each family's decision about when to send children to school acknowledging that Victorian Department of Education and Training policy that 'children must turn 4 in the year they start Kindergarten'. In Victoria children must turn 5 before 30<sup>th</sup> April to attend school that year.
- Be supported to access and attend professional development opportunities to ensure current knowledge and practice regarding transition to school.
- Conduct twice yearly parent teacher interviews and if need being other meetings.

- Early Childhood Teachers develop transition statements for each enrolled funded child in the 4-year-old group in November with input from parents/carers and children, which describes their strengths, challenges, motivations and achievements.

**Parents/guardians, Students and Volunteers are responsible for:**

- To read and understand this policy.
- To work in partnership with the Early Childhood Teacher and other educators.

## **EVALUATION**

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- Regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- Monitor the implementation, compliance, complaints and incidents in relation to this policy.
- Keep the policy up to date with current legislation, research, policy and best practice.
- Revise the policy and procedures as part of the service's policy review cycle, or as required.
- Notify parents/guardians at least 14 days before making any changes to this policy or its procedures, this is a requirement under Regulation 172 of the National Regulations for policies mandated by law and would be considered Best Practice for all service policies and procedures.

## **ATTACHMENTS**

- **ATTACHMENT 1:** Transition to School Program.
- **ATTACHMENT 2:** Preparing children as they transition to school.
- **ATTACHMENT 3:** When a child is not ready to transition to school.

## **AUTHORISATION**

The policy was adopted by the Approved Provider of Camberwell Kindergarten and Child Care Centre inc. on 28/04/2020.

**REVIEW DATE: 28/04/2021.**

### **Attachment 1: Transition to School Program.**

As Early Childhood Educators who are instrumental in influencing children's learning patterns for later life, it is our responsibility to set them on a course that will inspire investigation, exploration, problem solving, questioning, discovery and challenges.

To ensure the transition to school is a positive experience for children and families, we will implement a range of activities and experiences that may include, but is not limited to:

- Visits by children to local primary school setting.
- Family information sessions.
- Exchanging information about a child's individual strengths and needs.
- Developing children's talking and listening skills.
- Alphabet and number awareness.
- Shapes and colour recognition.
- Social and emotional enhancement.
- Pre – writing development.
- Name writing and recognition.
- Concentrating on the task at hand.
- Determination when faced with complications.
- Responding positively to new situations.
- Taking responsibility for their own behaviour.
- 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.
- Experiencing eating from lunch boxes to educate children about different foods eaten at recess and lunch and how to open different packaged foods.

**Attachment 2:** Preparing children as they transition to school.

There are many unique differences in the school environment which children should become familiar with as they prepare to transition to school. This includes:

- Talk about orientation which will help your child become familiar with their new environment.
- Be ready to support your child.
- Listen to your child's thoughts about starting school.
- Make time to talk, read, play and relax with your child.
- Share positive feelings about school.
- Practice new routines.
- Encourage your child to know how to seek help.
- Meet new children and families before the first day.
- Celebrate starting school.
- Having one teacher for the majority of the day.
- Toileting without supervision.
- Wearing uniforms.
- Transport.
- Sitting at a desk.
- Responsibility for own belongings.
- Listening to instructions.
- Specific focused lessons.
- A school bell or siren indicating set breaks.
- Negotiating a large playground.
- Homework.
- The canteen or tuck shop.
- Before and After Care

**Attachment 3:** When a child is not ready to transition to school.

CKCC understands that all children are unique and achieve milestones in their own time. Families have expectations about what they think their child should be able to do. They may ask educators their opinion on specific skills such as pre – writing skills, numbers, social and emotional development etc.

At CKCC we believe that Early Childhood Educators have professional insight to assist families in making the decision about a child's transition to school as they have developed trusting and supportive relationships over time. However, prior to speaking with families about their personal views, educators will discuss their thoughts with management about the child's individual strengths and needs and any recommendation about beginning school will be communicated with families during a scheduled parent teacher interview.