

Transition Policy

To ensure that all children from Tuakau Learning Centre transition to school/Kura and other rooms within the centre in a sensitive and flexible way, with the necessary dispositions and skills to support them for their future learning journey.

Transition between rooms

Children will begin their transition to another room following communication between senior staff, Managers, staff, parents/caregivers or whānau and the child. Parents/caregivers or whānau will receive a letter informing them about the transition process.

The visits to a new room can be as frequent, short or long as required to meet the needs of the child and their whānau. Information will be passed to the new room via verbal conversations and an information sheet. This will ensure that everybody is aware of any important information relating to the child prior to the transition.

Parents/caregivers and whānau will be shown around the new room and introduced to staff. We welcome and value any input and feedback that whānau may have.

Transition to Kura/School

We will have available information about our local Kura/schools available for parents (when provided to the centre).

We will talk to parents/caregivers or whānau well before the child starts school/Kura as to where they might be going and any concerns or questions that they may have.

We will communicate with parents about what we provide in terms of "readiness for school programmes". This will focus on the dispositions and skills required eg communication, exploration, managing self, relating to others, confidence, problem solving, asking for help, participating, contributing etc. Learning notes/stories/photos will document these dispositions and skills and be available in the child's portfolio.

We will work with the school/Kura that the child is going to attend, to provide a seamless transition that reflects the 4 c's from Te Whariki (2017) - Collaboration, Communication, Continuity and Coherence. In practice this will involve talking with the parents/caregivers or whānau about dates, times, visit times, other information etc, sharing the learning portfolio, talking with the child about the experience, ensuring the child has regular visits prior to starting school/Kura (this may involve supporting the visit or transporting), reciprocal visits with new entrants teachers, and providing a key staff member to support all of the above.

Once visits begin, we will talk to the child about the experience and answer any questions or concerns they may have. We will work with the schools/Kura to ensure these get answered for the child and their whānau.

We will continue to be a part of the wider education community to ensure we strengthen relationships where possible and make any transition process as informed and smooth as possible.

Next Review Date: *March 2023*

Signed: _____

Licensing criteria for ECE services 2008 - C7, C9, C10, C11, C12