Transition Policy

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1: Respectful supportive relationships with families are developed and maintained.

Element 6.1.2: Families have opportunities to be involved in the service and contribute to service decisions.

Standard 6.2: Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Element 6.2.1: The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.

Preparing children for the move from one group to the next or from preschool to school will help them to settle in easier as they will have more of an idea of what to expect - reducing the fear that the unknown creates.

- When children are preparing to move to a different room, a form will be completed which allows the child’s Educator to inform the new Educator about that child including their interests and development skills. The child’s family will be asked to sign this form to give permission for the child to start transition-time making the full transfer into programs with comfort and security.

- When deciding whether a child is ready to progress in programs, his/her age and development will be considered.

- Children who are preparing for school will be involved in school readiness programs. Any child who would like to be involved in this program will also be made welcome. The aim of this program is to transition children knowing:

  - Children who have a positive start to school are likely to participate fully in learning and therefore experience academic and social success. Transition to School Programs can assist in achieving this positive start to school.

  - Early childhood experiences are vital for children’s brain development. A quality Transition to School Program continues children’s development and learning, building resilience at this key life cycle transition point for school and life generally.

  - It is important in a Transition to School Program to focus on children’s strengths, abilities and achievements. Sometimes we can focus too much on what children cannot do before they start school.

  - A sensitive early childhood Transition to School Program requires acceptance of individual differences in children and a commitment to support the uniqueness of each child.
Transition to school program will occur:

- Throughout the normal ‘child care’ day planned experiences are available at all times (within the Early Year Learning Framework – EYLF). Such activities build on children’s strengths and also develop areas that require further assistance.

- Information Evenings are to be held for parents of children in the latter part of each year. Various schools (Public, Private, Catholic, Christian, etc.) will be invited to attend to provide an overview of their particular school.

- Information about Transition to School events will be printed and provided to parents (e.g. Expo, School Starters Picnic, websites, etc.)

- Transition to School Brochures, Books will be provided for parents.

- Parents are encouraged to start a journal with their child to share with the kindergarten teacher at school when they start. This may include artwork, writing samples, thoughts, feelings, concerns to be shared, special things parents and children have done to prepare for ‘Big School’, etc.

- A copy of correct writing style is to be provided to parents in newsletters or as part of an Information Pack.

- Children who will be attending school next year are to be introduced to any other child who will be going to the same school. This can be done on mutually enrolled days at the centre or through a morning tea, or sharing a photo and the name and contact details (with parent permission) so that outside arrangements can be made for these children to meet prior to starting school.

- Educators will need to liaise with schools on an individual basis for children with additional needs. This must be done in Term 4 and in consultation with the parents.

- On all occasions in regards to sharing information with families, the Service will stress the importance of emotional preparation and maturity rather than the traditional three R’s.

- Final reports will be written for children who are leaving the Service which can be taken to school so that the school teacher will have an insight into the child’s present development and interests.

- Children with additional needs will be made known to the school they are planning on attending only with the parent’s permission, with the intention to work towards creating the smoothest transition to school possible for the child, family and school.

- Educators and families will work in partnership to ensure that the transition is smooth and comfortable for the child, family and staff.

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• Educators and families will use the orientation process as an opportunity to set goals, discuss preferred outcomes, solidify continuity between practices at home and the Service and establish a healthy and productive line of communication.

This policy was made with consideration to Education and Care Services National Regulations 2011, National Quality Standard and the Early Years Learning Framework

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