

Elizabeth O'Grady Kindergarten Policies & Procedures

10 Charles Sturt Ave Grange SA 5022, 8356 8035

Transition Policy

RATIONALE

The Early Years Learning Framework defines transition as "The process of moving between home and childhood setting, between a range of different early childhood settings, or from childhood setting to full-time school".

In the DfE Transition to School position paper (page 3), transition is defined as a "complex and long-term process that involves a child's identity, the internalisation of leaving one setting and then developing a sense of belonging within the new setting".

Transition involves forming new relationships with educators and peers as well as learning about new routines and expectations in a different environment. It is primarily about building a sense of belonging to a new environment. There is no end date to transition, it happens every day and throughout the day as children move from home to kindergarten and then between experiences at kindergarten.

At Elizabeth O'Grady Kindergarten (EOG) we understand that transition experiences will vary depending on prior experiences as well as individual character traits such as independence. We believe that transition is not just about the child but the whole family. Sometimes kindergarten is a families' first encounter with an educational setting. Each person's overall feelings about their setting are affected by their experiences with transition.

OBJECTIVES

An effective transition process will:

- Help children to feel supported and secure in their environment. This will enable them to be independent, confident and resilient learners.
- Help children to feel valued and empowered to make choices in their new environment.
- Help to develop common understandings about early childhood education between the setting and families.
- Strengthen relationships between children, educators and families. These relationships will be based on trust and respect.

PROCEDURES

Transition into kindergarten

We will:

- Invite families with children due to begin kindergarten the following year to join our playgroup.
- Our website includes links to a parent information book and our Facebook page.
- Complete the enrolment process in a timely manner according to DfE guidelines.
- Invite new parents to an information meeting late in term 3.
- Organise orientation/ playgroup sessions in weeks 5-8 term 4 where children/families attend in the groups they will belong to in the following year (i.e. dolphins or turtles).
- Provide opportunities for parents to organise meetings with the director when needed to discuss their child's needs.
- Work in partnership with families and other agencies (such as support services) to organise additional support for children when needed.
- Provide avenues for communication (emails and Facebook) so that families can begin to learn about the kindergarten.
- Send an email to parents about what to do/expect on their child's first day at kindergarten.

- Encourage parents to let us know how their child is experiencing transition and if they have further needs.
- Organise an AGM early in term 1.
- Encourage parent involvement at kindergarten through Governing Council, cooking, looking after animals, or helping with excursions and working bees etc.
- Encourage children to develop their independence on arrival at kindergarten by giving them responsibility for putting their lunch and bag away and choosing an activity to start their day.
- In term 1, the curriculum will include strategies to engage families; develop relationships and help children to make connections between home and kindergarten.
- Organise parent/teacher/child meetings in term 2 to discuss children's progress.

Transition from kindergarten to school

We will:

- Keep up to date information about which school each child will attend.
- Share information with schools including information about each child's knowledge, skills and dispositions.
- Organise meetings with parents, schools and support services when needed, especially for children with special rights.
- Allocate time for the support worker to visit schools when children with special rights have their transition visits.

References:

Belonging, Being, Becoming: Early Years Learning Framework; 2009, Department of Education, Employment and Workplace Relations

Transition to School; DECD position paper and rubric

Victorian Early Years Learning and Development Framework; 2016, Department of Education and Training, Victoria

Concluding statement

This policy will be reviewed and evaluated regularly by both staff and the Governing Council and modified as required to ensure continued relevance for the Centre.

This policy was endorsed by the Governing Council on September 14th, 2022

Director: Kellie Holbrook

Chairperson: Michelle Jones

Review date: Term 3 2025

