



Transitions within Centre Policy

Rationale:

The staff and management at Kidiwise Early Learning Centre believe in the importance of offering a partnership with parents/caregivers and whānau to assist in the smooth transition within Kidiwise Early Learning Centre, from room to room, at the appropriate age and/or the appropriate developmental level.

Purpose

1. To provide an effective procedure that meets each individual child's personal needs, including social, emotional, cognitive and physical development.
2. To improve the effectiveness of a smooth and stress-free transition to the next room for both the child, parents, caregivers, whānau and staff.

Procedure

1. When the child is showing signs of developmental competence and/or of age, the Team Leader in each room will begin communication with the child's parents/caregivers/whānau regarding the child's upcoming transition.
2. At the appropriate age or stage in the child's development, and with the parents' permission, the Team Leader will initiate communications with the relevant staff to whom the child will transition to. This will involve the most effective method of transition to suit the individual child's needs.
3. The staff in both rooms concerned will display a commitment to strengthening and maintaining bonds and links between one another to assist and facilitate effective transitions for each individual child, while maintaining open communications with parents/caregivers/whānau.

Process

1. The transition process will begin approximately two to three weeks before the child's transition to the next room. This time frame is flexible depending on each individual child. The process may be shorter/longer as to accommodate the individual's needs. A letter will be sent home to communicate the

transition dates and provide an opportunity for parents/whānau to engage in conversations with staff.

2. During the first week of transition, at a time decided on by the relevant staff members, a transitioning teacher will accompany them for short visits to their new room (approx. 30 minutes to one hour in duration). This will increase in time as the week progresses. We recommend at least three to five visits during this week (if possible).
3. During this week, the child will be introduced to their teachers and begin to form a relationship while interacting with a variety of different activities and routines.
4. During the second week of transition, the child will be again accompanied by their transitioning teacher to join in the different routines in their new room. This may include, but is not limited to, programme activities, mat times, meal times, sleep times and other such care routines (where appropriate or applicable).
5. In communication with the teachers, the transitioning teacher may wish to leave the child in their new room for short periods of time. This may increase as the week progresses. Again we recommend three to five visits.
6. At the beginning of the third week, or when the transition and settling teachers feel the child is ready, the child will be included on the roll in their new room. Before starting, an email will be sent home to the new Owls parents outlining our routine and programme.
7. The child will take with them, their up to date portfolio, any other personal medication and belongings they may require. The teachers will ensure the child has a place to put their bag and other personal belongings.