

KINDERGARTEN TRANSITION PROCEDURE

Rationale

Starting kindergarten and school is an important biographical threshold for children, their whānau and teachers. Effective transition procedures emphasise coherence, collaboration, relationships and continuity, as well as building familiarity with environments, teachers and curriculum. Successful transitions provide the groundwork for a lifelong love of learning.

Purpose

1. To ensure that transition processes are a positive experience for children and whānau
2. To build relationships between children, whānau and teachers that support wellbeing and a sense of belonging
3. To enhance the transition process for children and their whānau through high levels of collaboration

Guidelines

1. Starting Rose Cottage or Kindergarten

- Biography interviews, enrolment information and any available assessment will be used as a basis for planning transitions in collaboration with parents/ whānau.
- Whānau will initially be asked to accompany children and stay as long as it takes to build trusted relationships with teachers.
- Wherever possible, transitions will be staggered so children have opportunities to build relationships with key teachers and teaching assistants.
- Transition processes will be flexible and responsive to children's cues.
- Teachers will support parents/ whānau with decisions about when to leave children and how.
- Teachers will guide parents/ whānau on ways to meaningfully contribute to curriculum while in the centre.
- Initial goals for learning will be primarily focused on wellbeing and a sense of belonging for children and their parents/ whānau.
- Frequent informal communication will be a feature transition.
- An induction parent evening will be held in term 1
- Class parents will also have a roll in welcoming and induction of new whānau

2. Curriculum Delivery for Children Turning Six

- Te Whāriki and the centre philosophy will guide curriculum delivery.
- Development of a positive dispositional approach to learning/key capacities will be a feature of the 6 year old curriculum
- Literacy and numeracy progressions that precede class 1 bench marks will be identified in consultation with the school.
- Kindergarten curriculum will be organised to scaffold children from the kindergarten to class 1.
- Class 1 curriculum and classroom will be planned with reference to kindergarten recommendations and provide continuity between the two environments.

3. Determining Entry to Class 1

- The kindergarten section recommends acceptance of children into class one to the College of Teachers.
- The College at its discretion may request additional information
- No child may be accepted into class one without College of Teachers ratification.
- The College of Teachers may only enrol children in the school who meet the preference requirements under the Integration agreement (section 12).
- Entry into Class 1 at the Michael Park Rudolf Steiner School from the kindergarten takes place in February at the beginning of the school year.

4. Six Year Old Assessments

- Individual assessments are completed by a specialist teacher
- Assessments will be shared with parents with a view to identifying next steps.
- RTLB referrals for children with high needs will be initiated in term 3 or 4 in consultation with the school SENCO, whānau and kindergarten teachers
- Moderate needs will be documented and suggested intervention pathways included in the class study.
- The kindergarten section leader will advise the principal of children at risk of learning failure and child protection concerns.
- Children's records will be transferred to the school at the end of term 4.

5. Class Study

- Class studies are intended support finding the right teacher, orientate and engage teachers with the class as a group, support the school to make curriculum and resourcing decisions that reflect the strengths, interests and learning needs of the group and reduce potential barriers to learning.
- The kindergarten will present a class study for the teaching faculty, school SENCO and administration team. Class studies will include:
 - A demographic profile of the class detailing gender, ethnicity, cultural background, ESOL, family composition, existing whānau connections to the school, whānau relationship to the special character, high health needs, anaphylaxis, custodial status.
 - an artistic and narrative description of the class characterising thinking, feeling and willing, strengths, needs and capabilities.
 - recommendations for the class 1 curriculum and pedagogical approaches to learning and teaching specific to the class.
 - staffing recommendations to support a good fit between the teacher and the class.
 - identification of groups of at risk learners and children with individual needs.
 - advocacy for priority learners.

6. Involving Whānau

- Kindergarten teachers will facilitate whānau involvement with the whānau hui prior to starting school.

- Whānau will be supported to lead the powhiri.
- Parent education on the 6 year old child will be provided in term 3.
- Kindergarten teachers will meet with whānau in term 3 or 4 to discuss individual transition to school and share the 6 year old profile.
- A parent evening will be led by the lower school section leader and will be held in term 4 to orientate parents to class 1.
- A whole school induction evening will be offered in term 1 of the following year
- Class parents will be appointed in term 4 to support building up the parent network and facilitating communication.
- Whānau will be encouraged to contribute to setting up the learning environment and welcoming the teacher.
- School te reo kaiako will be involved with the kindergarten as much as practicable

7. Transition to School Programme

- In term 4 a transition to school programme will be arranged to include:
 - Setting up positive expectations of school
 - Building relationships between children in different kindergarten groups
 - Increasing independence and managing self in a larger group setting
 - A focus on social skills through social and movement games that familiarise children with turn taking, making sense of rules, working in groups, sustaining attention, and listening skills.
 - Increasing familiarity with the school environment and people in the school.
 - Orientation visits to the current class one where older children buddy up with younger children, show them around, play with them, talk to them about class 1, share their work.
 - Opportunity to meet class 11 prior to the powhiri the following year.
- Where a class 1 teacher is appointed before the end of the school year the teacher will be invited to visit the kindergartens to observe and participate in the kindergarten curriculum

8. Festivals

- The child's kindergarten time closes with a special festival similar to a schoolwork festival where children's work and time at kindergarten is celebrated.
- If the teacher has been appointed, they will also contribute with a story and give a small gift relating to the following year for children to look after till they start class 1
- This will be followed by morning tea and opportunity whānau to meet the teacher.
- The year begins with a whole school powhiri to open the school year and welcome new children, whānau and teacher to the school formally.
- Class 12 students will have a special role in the powhiri and in supporting class 1 during their first year at school, as they complete their final year at school.

9. Ongoing Collaboration

- Kindergarten teachers will provide ongoing support and advise to the class 1 teacher and school SENCO as needed.
- Kindergarten teachers will collaborate on self-review in areas that may enhance effective transition.