

## **TRANSITION POLICY**

### **Rationale**

Learning Curves Childcare Centre is committed to ensuring that the transition period for children and family/whānau is positive and respectful. Time will be taken to ensure that children and family/whānau settle in. Advice and guidance will be given with respect to children transitioning to school.

### **Objectives**

1. To clearly outline process of settling children into life at Learning Curves;
2. To establish a system for following up with the family/whānau once they have settled into the Centre;
3. To assist family/whānau with process of transition to school.

### **Guidelines**

#### **PROCEDURE FOR SETTLING CHILDREN INTO LIFE AT LEARNING CURVES**

Learning Curves. will ensure that:

1. Family/whānau will receive an Enrolment Pack on enrolment, including the following:  
Family/whānau Handbook  
Current Fee Schedule;  
Cybersafety Policy and Blog Permission Form;  
Enrolment Contract
2. A nominated staff member will check all the paperwork and sign off the Service Declaration and complete an Enrolment Checklist;
3. Family/whānau are strongly encouraged to bring their child for at least three visits, before the actual start date. The purpose is to allow time for themselves and their child to become familiar with the new environment and to liaise with teachers sharing information about their child;
4. Family/whānau are introduced to the Centre Cook to discuss the menu provided and any special dietary needs they may require;
5. We will acknowledge the cultural needs of each family/whānau and actively seek information from them on ways we can be sensitive and inclusive.
6. The purpose of a successful transition programme it to establish trusting relationships;
7. Families are contacted via email with a 3 week check, ensuring they have settled in and are familiar with routines and processes.

### **Transition to School Plan**

#### **PRINCIPLES**

1. To include family/whānau as partners in the transition to school programme, “To Cherish the Joy of Families and the Many Different Ways They Come to Us”, (Part Two of the Centre Philosophy).
2. To include the child as a partner in the transition to school programme.
3. To value each child as an individual.

# Curriculum, Regulation 43

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4. To establish links with local primary schools and create a partnership in the transition to school programme.

***This will be achieved through the following actions:***

1. A formal transition to school programme will be provided and will include a focus on numeracy, literacy, self-help skills, fine and gross motor skills;
2. The programme will remain flexible enough to follow the interests of the child and address emergent interests;
3. The programme will also remain flexible enough to support consideration for multicultural perspectives.
4. Children with special needs will be considered an integral part of the programme and encouraged to participate with and alongside all the other children;
1. Lunch box days where the children travel into the community one day each term. The purpose of this day is to manage their own belongings, listen and comply with reasonable requests, have fun and to engage in a special event for their age group. With this in mind, family/whānau are not invited to participate.

## **Providing support for family/whānau in the transition to school process:**

***This will be achieved through the following actions:***

1. The Centre will organise Family Interview Evenings once a year;
2. Family/whānau will be asked if they have decided on a primary school and if school visits have been organised. If family/whānau need support in this area staff members will arrange to visit the school with them;
3. Family/whānau will be supported in finding out information on local schools.
4. Each child will have an individual Portfolio, including ePortfolios, if an authority has been given, with stories showing interests and emerging skills.
5. Family/whānau will be asked to accompany us on visits to local schools for sports days and school productions.

## **Creating a Professional Partnership with Local Primary Schools:**

***This will be achieved through the following actions:***

1. We will approach local primary schools for and ask to be invited to special event days so the children get the feel for school.
2. The local primary schools will also be approached to see if they are amenable to the teaching team visiting the new entrant classes once a year to meet the new entrant teachers and develop a professional partnership.
3. We will discuss, with the new entrant teachers, skills that they would like to see developed through our transition to school programme.