

Version 4

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Next Review: 2027

Document Approver: Chief Executive

Document Owner: Teaching & Learning Team Leader

## Applies To | Ko Wai Whakahāngaitia

All teaching staff.

## General Principles | Mātāpono Whānui

To ensure that the transition to school process is a positive experience for children and their whanau.

## Related Procedures or Processes and Documents | Pākanga Tukanga me Pukapuka

Excursion and Outings Policy.

Social Competence Policy.

Kindergarten Taranaki Welcome Guide.

## References | Tohutoro / Huānga ki

Education (Early Childhood Services) Regulations 2008.

Licensing Criteria for Early Childhood and Care Services 2008: HS17, HS18.

Ministry of Education ECE Funding Handbook.

## Display Document | Whakamātakitaki Pukapuka – No

## Practice Statement | Whakaharatau Tauākī – Required - Yes

## Policy Review Cycle | Kaupapa Arotake Hurihangā

This policy will be reviewed every three years and in conjunction with reviews of the related procedures or processes and documents outlined above.

## Policy

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1. Each kindergarten will develop a practice statement for Transition to School in consultation with the community and, where possible, the local schools, and will aim to meet the unique needs of the children and the community.
2. Transition should be seen as a collaborative process between the kindergarten, the family and whānau and the school. The sharing of information should be transparent.
3. Teaching teams will provide information for parents and whānau through the transition to school process.
4. Teaching teams will facilitate opportunities to develop and maintain positive and open relationships with the schools which serve their kindergarten community.
5. In some cases, the local school teacher or another parent may come to the kindergarten to collect children for a school visit. In this case, written permission specifying dates and times of visits, must be obtained from the child's parents/whānau/caregivers for the kindergarten

teachers to release the child into the care and responsibility of the school teacher or parent.

6. Kindergartens will make available to whānau information about schools in their local area.
7. Children with additional learning needs or abilities, and their parents/whānau/caregivers, may require extra or specific support for the transition to school process. Teaching teams will aim to support the child and parents/whānau/caregivers and ensure the specific needs of this child are met in the transition to school process.
8. Kindergartens should determine how best to support transition to school. For example:
  - Supporting a group of children on a school visit
  - Networking with local schools
  - Promoting the kindergarten within the school community
  - Observing in the new entrant classroom
9. Where a kindergarten takes a group of children on visits to school, this will be treated as an excursion and all relevant regulations and safety procedures must be adhered to. A completed excursion form is to be submitted to a Senior Teacher prior to the school visit.
10. Transitional school visits must be noted using the Kindergarten Taranaki Transition to School Form.
11. Kindergarten Taranaki acknowledges that whānau/families can choose to keep their child/ren at kindergarten until the age of 6 which is their legal right in New Zealand. We appreciate that this is a parent's/whānau/guardian choice and that this can have the best outcomes for our tamariki.
12. Once a child has been enrolled and started school, they are not able to be re-enrolled at an ECE service.

## **Parent arranged school transition visits**

Where an individual child is participating in a transition programme arranged between the family and the school, this will be recorded in our childcare management system - Infocare.

## **Networking opportunities**

Teaching teams will facilitate opportunities to develop and maintain positive and open relationships with the schools which serve their kindergarten community.

These opportunities could include:

- Attending network meetings.
- Sharing assessment and evaluation methods for recording the learning that occurs at kindergartens.
- Teachers could facilitate workshops with their primary colleagues about *Te Whāriki*, the vision and philosophy of their kindergarten.
- Kindergarten cluster groups could be formed with neighbouring kindergartens and other early childhood services who share feeder schools.
- Involvement in Kāhui Ako/community of learners.

## Procedure

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1. Teachers will develop practice statements for the transition of children from kindergarten to school. These will be developed and reviewed in consultation with the community and, where possible, the local school, and will aim to meet the unique needs of the children and the community.
2. Where individual kindergarten's practice statements include a kindergarten teacher taking children on visits to school, this will be treated as an excursion and all relevant regulations and safety procedures must be adhered to.
3. Teachers will develop relationships with the schools their children will attend and provide information from these schools to parents.
4. Parents must complete and sign the Kindergarten Taranaki Transition to School Form.

## Forms

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1. Transition to School Form.