



## **Transition to School Program 2008**

Keiraville Community Preschool aims to;

- establish and maintain positive relationships and mutually respectful communication, between families, children, pre-school educators and primary schools
- encourage the input of educators, parents, schools and children in the transition process. Parents and extended families are valuable participants in this process as they know their children intimately and are able to greatly assist the transition process.
- identify children as capable learners with rich prior learning rather than being 'ready to learn'.
- provide a transition process that is flexible and responsive to the differing needs of children, families and schools.
- provide a comprehensive, innovative transition program that includes ongoing evaluation and reflects a continuous learning approach
- provide support for early childhood educators with; ongoing training and development, dedicating time and resources to the transition processes and recognition of their achievements and their efforts.



## Transition to School Program 2008

### For the Children

- Foster social skills via the PALS - **Playing and Learning to Socialise** program for all four year old children
- **Networking Morning teas** – Children attending the same school in 2009 are introduced at morning teas held at the preschool to help relationships develop.
- Photos taken of children attending the same school and included in each child's journal.
- **School Time**

The children attending school in 2009 will work in the music room and courtyard from 10am to 11 am daily during Terms 3 and 4. The Outcomes planned for these times are for the children to;

- experience operating in a larger group approximating classroom size
- experience expectations similar to a classroom
- experience conforming with the requests of educators
- experience conforming with educators making decisions relating to their learning
- experience conforming with expectations on how and where they will spend their time
- develop positive attitudes to school through regular opportunities to dispel myths and discuss concerns.
- develop group participation skills

NOTE; All experiences reflect our curriculum framework that clearly outlines our commitment to children learning through play and the social interactions that occur naturally throughout the day. There is a strong literacy and numeracy focus without the use of stencils which are seen as inappropriate for this stage of learning.

- **Photo Links** - photos of past preschoolers in their school setting are displayed to help children see what happens at school and people they recognise there; to foster links and familiarity
- Photos are taken of Kindergarten children as they return to visit to tell us how they are going and show how they look in their uniform. These are added to the "People We Know at Big School" display book to be shared with other school starters.
- **School Visits** – In small groups of about 10 children and supported by families we will visit Keiraville Primary School for a morning to enrich the children's understanding of "Big School". Children develop questions for the Kindergarten teacher prior to the Keiraville School visit and send a letter.
- **School Visit follow up**– Children and educators will discuss the school visits and create stories relating to them.
- **Educators attending Orientation Days** of schools our children will attend in 2009 to provide support for the child, the family and the school.
- **Orientation Photos** -Photo page created relating to the child's orientation day including aspects of the school and children's experience.
- **Picnic in the Park Photo album** to share the event with all children and provide those who attended with a social story relating to the event
- **Social Stories album** developed for children with additional needs or needing additional support. This includes photos of the child's school, teachers, and appropriate school behaviour.

## For Families

- **Survey** -Provide families the chance to share their priorities, thoughts, feelings and needs in the transition to school process via a survey. Survey results collated and distributed
- Ongoing sharing of information between families and focus educators to foster the developing of partnerships in the transition to school process. Conferences held where needed.
- A folder listing schools children will be attending in 2009 is available in the foyer so families and educators can help foster friendships with children who will attend the same school.
- Provide an **information folder** in the foyer with details of local schools ( brochures etc).
- Provide families with an **information evening** relating to the transition to school program at our preschool
  - The guiding principles behind the Program,
  - The components of the program
  - Suggestions on how families can help smooth the transition to school.
  - Question and answer time
- **Information Evening** - Invite local Primary school Principals (DET and Catholic systems) to speak to families about the school systems and the transition to school process. Minutes are taken and distributed.
- **Networking Morning teas** – Families and children attending the same school in 2009 are introduced at morning teas held at the preschool to help relationships develop. A parent mentor (from a family already attending the school) attends the morning tea to provide first hand information to new families.
- **Families Sharing Form** – families are invited to write information relating to their child to help foster a personal relationship with their new teacher. Children draw a picture for their teacher. This is forwarded to schools.
- **Keep families informed of transition events** – Expos, School Starters Picnic, Website
- **Provide families with ongoing information** – ideas to support the transition to school, relating to children's learning and correct writing style are included regularly in the news letter
- **Survey families for feedback** on the transition program and ideas for improvements.
- **Journal Sharing** - Families are encouraged to share their child's journal with their Kindergarten teacher to promote better understanding of their child and their background experiences.

## Links with Schools

- Letters are sent to schools outlining our Transition Program and inviting a partnership approach, **Invitations for teachers** to; visit preschool, see the program in action, meet the children, suggest ways to foster a partnership in the Transition to school process, and the philosophy behind an educator attending the school's orientation day.
- **Information Evening** - Local Primary school Principals (DET and Catholic systems) are invited to speak to families at the preschool about the school systems and the transition to school process. Provide the principals with list of questions and concerns indicated by families through the surveys. Minutes are taken and distributed so families unable to attend are also informed. This is a great opportunity to promote quality schooling, create a positive image of schools in the community.
- **Educators attending Orientation Days** at the schools our children will attend in 2009 to provide support for the child, the family and the school.
- **Support for Keiraville Primary School's Transition Program** Meeting with the school to share ideas and discuss how best we can support their transition program. An educator is freed from 9-11am on one day to participate in the classroom with the children in the school's Transition Program. Preschool educators participate in the evaluation of the program.
- **Transition to School Network** Educators will be actively involved in the network throughout the year
- **Educators attend Local Transition Functions** -eg. Picnic in the Park for school starters.
- **Liaising with schools** re transition to school of children with additional needs or needing additional support
- **Developmental reports** completed to assist schools with transition to school of children with additional needs or needing additional support

# **Transition to School within the normal preschool curriculum**

Throughout our normal preschool day experiences available for the children are planned within our curriculum framework. These both capitalise on children's current strengths and help smooth their transition to "Big School".

We aim to develop our children's skills, positive attitudes and dispositions.

## **Development of skills include such things as ;**

### **Independence**

- toileting, dressing, care for belongings, lunch, snacks, hats

### **Listening**

- following directions, listening for specific things eg rhyming words, comprehension, for pleasure, to peers, environmental sounds

### **Speaking**

- to adults, taking messages, to peers, in a group, waiting to speak

### **Group participation**

- respecting the rights of others, appropriate behaviour in a group, turn taking, physical games, board type games, confidence to participate

### **Social**

- getting along in a group, following directions, appropriate behaviour, asking for help, resolution of conflicts, making friends, coping with discipline, accessing play

### **Task orientation**

- focused attention, completing tasks, problem solving skills

### **Literacy and Numeracy**

- writing, recognising letters and numbers, understanding print conveys meaning, book conventions, authorship of stories, process writing, discovery of sight words, story maps, retell stories – sequencing
- daily sign on sheets allow educator and family support for pencil grip, name writing
- daily library borrowing allows educator to support, pencil grip, name, letter and number writing,

### **Creative / Expressive**

- cutting, making, art work, drawing, moving, dramatising responses to music and stories, puppetry, role play

### **Music**

- musical concepts (beat, rhythm, pitch, tempo etc), making music, responding to music

### **Physical**

- fine motor skills, (pencil grip, cutting, threading, buttoning, etc)
- gross motor skills (coordination, balance, strength, throwing, kicking, hitting a ball, etc)

### **The development of positive attitudes to themselves:**

- **as capable people**
- **as good friends**
- **as problem solvers**
- **as caring people**
- **as capable learners**
- **to school**

### **The development of positive dispositions such as**

- **persistence or not giving up**
- **problem solving or finding alternate solutions**
- **willingness to have a go or give it a try**