

Valuable suggestions

- If you are purchasing a new school bag, lunchbox and drink bottle, ensure your child knows how to open these.
- Name/label your child's clothing/school bag/lunch box/pencil case etc.
- Make sure the bag is not too big for them but remember a larger bag is easier for younger children to pack.
- Remember that the school days will be longer and they will get tired.
- Sometimes they need a quiet day at home to recharge their batteries.
- They may be more temperamental because they have been on their best behaviour all day.
- Make sure your child knows where they will be picked up from and what to do if you do not come.
- Ensure your standards/expectations are not too high – allow them time to settle in.

How your child's portfolio can help their transition to school.

Your child's portfolio demonstrates the positive and capable learning skills your child has accomplished during their time here at Uxbridge ELC.

This portfolio is a valuable link between kindy and school, so the school teachers can assess and discover what your child has been interested in, their skills, strengths and dispositions.

They will see examples of your child's drawing and writing skills as well as numeracy, problem solving skills and many other.

Teachers often find the profile books of each child a great resource which gives them a better understanding of children's learning history, their interests and their family. It also helps them immensely when the child enters a new entrants' classroom for the first time.

Transition to school

A guide for parents to
support a positive and
successful transition to
school

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UXBRIDGE EARLY LEARNING CENTRE

School Readiness

Readiness for school is often confused with the transition to school process.

Readiness for school is not a checklist of development milestones or achievements, but rather the behaviour required to learn; perseverance, courage, curiosity, trust, playfulness and responsibility. We often refer to these qualities as dispositions. "Dispositions are combinations of children's emerging knowledge, skills and attitudes to learning...Te Whāriki encourages early childhood teachers to help children develop dispositions that help them learn."(ERO National Report April 2015.)

It is these knowledge skills and attributes children are developing which will help them not only at school, but in life. To make decisions, to question, to persevere, to plan, to discuss, to discover, to take risks, to wonder.

Transitioning to school is more about the actual physical transition itself to getting prepared for the changes to the child's daily rhythms and rituals.

We believe social skills are one of the most important skills tamariki/children need for school preparation. Some of these skills include knowing how to show empathy, participation and contribution in group activities.

Here are just some of the social skills we want our children to develop in order to support them in school readiness as well as in life:

Independence
Managing conflict
Following the rules and respecting others
Seeking help
Showing empathy
Participating in group activities
Generosity
Helpfulness
Communicating with others
Negotiating
Problem solving
Listening

How to encourage a positive transition to school

- Talk to your child positively about starting school.
- Practise walking/driving to and from school—to ensure you are allowing plenty of time so no one gets distressed if late.
- Visit the school after hours—familiarise yourselves with the buildings/classroom/playground/water fountains/gates/bathrooms.
- Do not threaten or scare them with "When you are at school you will..... Or "You wait till you go to school.....".
- Listen to what they are saying.
- Acknowledge any concerns, fears or uncertainties.
- Talk to the teachers for help or idea's if you need to.
- Ensure school visits are enjoyable and fun for everyone.
- Look/talk about the children who have previously gone to school—use the school books with photo's of past friends.
- Ensure your children have good self-esteem.
- Do not place pressure on your child.
- Try and introduce them to children who will be in the same class through kindy or during school visits.
- Allow your child to settle and adjust in their own time.
- Ensure routines at home allow enough time for them to sleep and to help them getting up at the correct time for school.
- Do not make comparisons with other children—they are their own unique individual.
- Be able to say goodbye confidently, happily and without letting this drag out.
- Be confident and show trust to the teachers.
- Ensure your child understands which food is for morning tea and which food is for lunch (to ensure they do not eat it all at morning tea time).
- Plan to buy the school uniform ahead of time.
- Plan some special days or happenings with your child.
- Enjoy this time together.

How can I prepare my child for school?

There are a number of things that are helpful for your child to be able to do when they start school or kura—Here are some idea's that have been compiled especially for you based on feedback from some of our local schools.

Encourage your child to:

- carry their own school bag.
- do up their shoes (Velcro are great for primary school).
- go to the toilet and wash their hands, blow their own nose.
- dress and undress themselves (For PE/swimming).
- look after their own property and belongings.
- open food containers and packets.
- recognise when they are thirsty and get a drink of water.
- ask for things they need, talk to a variety of people.
- do simple chores, put things away.
- recognise and know their name, aware of address and phone number.

They may find it easier to participate in the class if they:

- can listen and follow simple instructions.
- can control impulses - like interrupting or getting angry when a favourite activity ends - most of the time.
- can sit on a chair at a table for a short time to complete an activity.
- are comfortable being away from you and can get along with others.
- can share in activities with other children, communicate idea's.
- can speak in sentences and are easily understood.
- know how to take turns, wait for things and handle conflict.
- can make choices.
- have had exposure to number, shape, colour, size, position, and measurement language.
- know the names of colours, letters of the alphabet.
- know the numbers 1 to 9.
- can hold a pencil correctly and use scissors.
- can write their name (lower case please, capital only for first letter).
- Enjoy and remember simple stories and rhymes, are able to hold a picture book and turn the pages carefully.

A Curriculum that supports Children's transition to school

Our curriculum is based on the NZ Early Childhood Curriculum, Te Whāriki, which is designed to support children **“to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.”** Te Whāriki (2017). It provides the basis for a programme that is woven together from the five strands to develop children's knowledge, skills and dispositions. The curriculum has strong links to the school curriculums key competencies for children to learn and develop:

Wellbeing Mana Atua Managing Self	independence, self-help skills, emotional competence, some understanding of keeping themselves safe, to articulate themselves, a range of strategies for getting help.
Belonging Mana Whenua Participating and Contributing	sharing home life, knowledge of and care for their community and environment, decision making and planning, social confidence, an understanding of rules and values such as honesty, courtesy, fairness.
Contribution Mana Tangata Relating to others	feeling welcomed and positive about themselves, welcoming and respectful of others, confident in their interests, strengths, knowledge and abilities, work cooperatively, understand others have a different point of view or feelings, express their needs and feelings.
Communication Mana Reo Using language, symbols, and texts	literacy skills (visual, oral and written), enjoy books, print concepts, familiarity with Te Reo Māori, practical mathematical concepts, fine and gross motor skills, enjoy expressing themselves creatively through music, art, craft and design.
Exploration Mana Aotūroa Thinking	have starting points for further learning, are adventurous and creative, make choices and decisions, non-locomotor and manipulative skills, use innovation, discovery, imagination, experimentation and exploration, early mathematical concepts and skills, explore scientific and technological worlds, make sense of the living world, make sense of the physical world, appreciate their environment and how it changes.

Learning through play

How does this correspond to the school classroom

Children do a significant amount of their learning through play, which gives us teachers a great chance to support children's school readiness in authentic and natural ways. We don't need to sit children down to teach them how to hold a pencil or recognise colours - these and many other skills happen organically through play.



We need strong hands and fingers for basic classroom activities like using a pencil and scissors.



We need good balance to sit still, focus and concentrate - sitting still is the purest form of balancing.



We need body control and automated movements to be able to access the thinking part of our brain. The brain prioritises movement actions over thinking actions.



We need temporal, spatial and body awareness for our brain to inform our body in relation to how we process timing and space. This helps us with simple things tasks like the rhythm of walking in a line, following a routine and even assists us with listening, writing and following instructions.



Moving on to school

Children can start school or kura in New Zealand anytime between the ages of 5 and 6. Once they turn 6 they must be enrolled and attend a school or kura every day.

Most children start school when they turn 5, although they don't legally have to start until their 6th birthday.

Transitioning into formal schooling is primarily the responsibility of you as the parent/whānau, however we provide access to information about local schools and what to look for in a good school. We also liaise with school support teachers and parents over settling in children who have specific learning or behaviour needs.

Here are some things to think about and plan when your child is moving from early childhood education (ECE) to school or kura.

- If you have a choice of schools or kura in your area, check out the options and choose one that suits your child's needs.
- Find out if the schools or kura you're interested in have open days or parent information events, and go along to check out the environment and meet the teachers and principal. Ask or access through the internet the Schools Education Review Office (ERO) report from the Ministry of Education. Look at student/teacher ratio's.
- Choose the one that you think is best for you and your child.
- Complete the enrolment process.
- Organise school visits. Sometimes the school /kura may provide a transition programme.
- Work out how your child will get to and from school or kura, and organise after school care if you need it.
- Get ready ahead of time with things like stationery and school uniform (if the school or kura has one).

The more prepared you are, the less stressful the change will be for you and your child.