



MCKAY CHILDREN'S CENTRE INC.

INCLUDING PENOLA OUTSIDE SCHOOL HOURS CARE IN COLLABORATION WITH PENOLA PRIMARY

Transition Policy

Policy Statement (based on Shared Agreement with Penola Primary School):

At McKay Children's Centre and Penola Primary School our educator practice is based on the philosophies and principles of early childhood education and is inclusive of the Early Years Learning Framework and the Australian Curriculum. As educators, engaged in ongoing research, we value continuity of learning and children being able to access relevant learning in kindy, school, childcare and OSHC. We believe we can trust children to direct their own learning and that as educators we can be flexible and individualise approaches within our programs to suit the needs of children and their families. Our intention is to build continuity of learning through like pedagogies and enable children, families and educators to build strong, secure, sustainable relationships, therefore making transitions easier. We acknowledge and value the teaching and learning that has gone before and focus on what learning strategies children are using and not just the knowledge they possess at the time.

As DECD sites, McKay Children's Centre and Penola Primary School share the view that children have a smoother transition to school and feel better supported to begin school when they have accessed a full kindy program (The DECD entitlement is 600 hours in a year).

Procedure (between McKay Children's Centre and Penola Primary School):

1. Transition visits between kindy and school start in Term 3 of the school year.
2. Incidental visits occur throughout the year on a regular basis, e.g. visiting the school playground and visiting kindy at lunch time and also in one off special events where appropriate, e.g. performances
3. Transition visits include a small group of children and their educator visiting the school and kindy sites. Educator exchange is key to the success of the program, helping to establish relationships and an appreciation of both settings, including playful pedagogies like bookmaking
4. Childcare, kindy, OSHC and school will share like pedagogies, e.g., bookmaking, story tables and loose parts play so that children are active protagonists in their play and transitions between settings.
5. Educators will engage in shared professional learning matching site priorities and improvement planning.
6. Information regarding transition and orientation programs will be presented and communicated in a range of formats including, Floorbooks, Learning Stories, Invitations and Parent Information Sessions
7. Considerations are given to allocated kindy and childcare days and how these correspond with school visits therefore families need to confirm with the kindy and the school collection and transportation arrangements
8. All educators need to be aware of timetabling in schools and all educators need to make decisions which are deemed to set children up to have a successful experience in their new site.
9. Kindy educators will perform a risk assessment regarding transition visits before Term 3 and another risk assessment regarding orientation visits in Term 4 to highlight and address any safety concerns
10. Kindy educators are responsible for ensuring children have access to medications on school transition visits to Penola Primary School
11. School orientation visits begin in Term 4 for usually 4 weeks and progress to a long day with the school sending out invitations.
12. Orientation visits are adapted according to the needs of individuals and groups from year to year

13. Handover meetings with information about individuals (e.g., dispositional development, friendships and learning preferences) between kindy and school educators with the portfolios as a feature begin in Term 4
14. Children and families who have accessed the DECD Preschool Support program may have a dedicated handover meeting with DECD Support Services present (e.g., Speech Pathologist and Special Educator) with educators and families if required
15. Kindy and school educators do not transport children for transition or orientation visits by private car
16. Families are responsible for providing any medications and communicating any specific needs to the school on orientation visits (i.e., asthma medication & plan). The kindy site is not responsible for ensuring children have access to medications on orientation visits where the child has been taken to school by the family.

Using Bookmaking as a Tool for Continuity of Learning and Transition from Childcare to Year 7:

1. Kindy/ Foundation/ Year 1/ Year 2 students choose a book to bring to the next year level to share and put into their writing folder in their new learning space. This reinforces the central idea of acknowledging prior learning and that being a writer is a fluid process and doesn't just finish at the end of the year.
2. Year 2/3 take a book and something or similar from ideas generation, i.e. best and worst lists
3. Students in Year 4 visit Year 3s in Term 4 and show and share their notebooks to give Year 3s an understanding of what they look like, providing Year 4 children with an opportunity to articulate features of their notebook. This can be replicated from Year 5 to 6 and Year 6 to 7

Procedure (between McKay Children's Centre and Mary MacKillop Memorial School):

1. Kindy educators will be supportive of children and families engaging in activities that build relationships at the school of their choice
2. The Director and Principal of Mary MacKillop Memorial School will meet before Joeys (MMMS Transition Program) begins to discuss ways to support families to attend Joeys and still access their McKay programs
3. Kindy educators will welcome MMMS educators for visits to build relationships in the kindy setting with children who are confirmed as MMMS enrolments

References:

- www.decd.sa.gov.au/transition to school
- Charles Sturt University, 2012, Continuity of Learning: A resource to support effective transition to school and school age care
- DECD Preschool Enrolment Policy
- Limestone Coast Transition to School Paper

Policy Reference Number: ELM 7

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