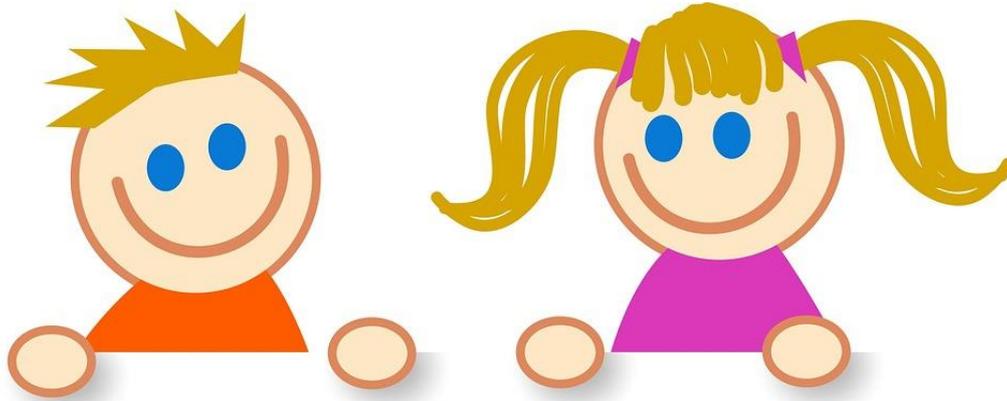


Transition to School



Moving into a new environment is a time of change and adaptation for children, their families/whānau and teachers. This time of change, commonly referred to as a transition, involves forming new relationships, roles, and responsibilities, and spans the time between preparing for the move to a new environment, to when the child and family/whānau are more fully established members of the new community.

Individuals respond to change differently. Some may be excited, some take it in their stride, while others experience anxiety. During early childhood transitions parents/whānau and even teachers can experience these emotions, as do transitioning children.

A child does not adapt to, and cope with, change in isolation. Parents, whānau, families, siblings, peers, and teachers in the child's world all play an important part in facilitating the process of change with children. Teachers have a crucial role to play in supporting and scaffolding both the child and family/whānau as they navigate their way into unfamiliar environments.

**What does Te Uku School have in place to support transition to school?
Please read the following information ...**

Teachers' Role

To provide a smooth transition from pre-school or home to primary school, the new entrant teachers will:

- connect with the funds of knowledge the children bring to school from home
- be culturally responsive teachers
- use appropriate assessment practices to identify learning needs
- make links between children's learning in ECE and school
- develop an IEP prior to starting school for children with special educational needs; will include family, ECE teachers, support agencies and school principal
- foster children's relationships and friendships
- create contexts which reduce the negative consequences of not having friends
- consider the children's whole experience of school, including lunchtimes and using the toilets
- provide opportunities for play that enable children to explore experiences, develop language and foster understanding and meaning

- understand the impact of rules and the way these can support belonging but can also constrain children's behaviour and create anxiety
- provide information and familiarisation activities for children and families
- learn about children and their families
- develop home-school partnerships

Parents/Caregivers' Role

To provide a smooth transition from pre-school or home to primary school, parents/caregivers could:

- Arrange for pre-school visits about 4 to 6 weeks prior to starting school, including having a meeting with the teacher
- Approve the transfer of ECE information to the school; inform the principal / teacher of special educational needs information
- Ensure all health checks have been completed for their child
- Help their child foster friendships
- Practice routines for starting school (getting up at a set time, organising school bag, getting to school, getting ready for learning on arrival at school)
- Share positive expectations with their child about learning and going to school

Where to from here?

Please read the following information ...

So, what are your next steps?

- Arrange with the principal a tour of the school (rachela@teuku.school.nz or 8255815).
- Complete an enrolment form.
- Bring in your child's birth certificate or passport.
- Bring in a record of your child's immunizations.
- Bring in your child's EC 'learning stories' folder for child to share with the teacher
- Complete the other forms provided by the school: cybersafety agreement, school milk, whānau hui, fundraising committee.
- Purchase stationery (available from the school).

What will your child need?

- A bag that will hold a book-bag, lunch and water bottle (optional). Please check your child is not carrying excess belongings.
- Morning tea and lunch.
- Clothing for changing weather conditions during the day.
- A school sunhat (Terms 1 & 4) and togs and towel in a separate waterproof bag for the swimming season.
- Shoes easy to put on and remove.

How will we help your child settle?

- Allocate a buddy to be with them all day.
- Treat them with TLC.
- Check they are eating their lunch.
- See them onto the bus if necessary. Allocate an older child as a bus buddy.

Developing Resilience at Te Uku School

We do this by:

- Developing a positive attitude to learning.

- Developing self-belief as a learner.
- Encouraging independence.
- Establishing classroom routines and expectations.
- Encouraging engagement and effort even from Day One!!

Encouraging Responsibility at Te Uku School

You can do this by encouraging your child to:

- Pack and carry their own bag.
- Walk from the school gate.
- Manage their belongings.

Home Learning Book

Every child will have a home learning book with information and suggestions for helping with your child's learning at home.

Assessments in the first year of school:

After about 4 to 6 weeks, new entrant children undergo a School Entry test (SEA), a standardized test used to identify specific learning needs in literacy as well as a Junior Mathematics Assessment (JAM) for mathematics.

New entrants' learning progress and achievement will continue to be monitored for the rest of the year, until they turn 6. Then they will undergo a 6-Year Old Observation Survey and JAM test. The results will be shared with you, for example, at Student Led Conferences, Parent Interviews or at another time convenient to you.

CONTACT DETAILS
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