

*Primary Principal's Sabbatical Report 2013*

*Focus:*

*Transition from ECE to  
Primary School*

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## **Acknowledgements:**

Thanks to:

- *The Ministry of Education (Teach NZ) for giving me the opportunity and time to study the transition process from Early Childhood Centres to Primary School so students have the best opportunities for learning and families are fully informed about what is important to be in place for their children to be successful. Also for allowing me the time for refreshment and time for my family.*
- *The Rahoitu Board of Trustees for supporting me in my application*
- *My Senior Leader who stepped up into the Principal position for the term and did such a brilliant job.*
- *The wonderful staff members who filled positions while I was on leave.*
- *The Early Childhood teachers/parents, Primary school teachers, RTLB, RTLit, Public Health nurse and parents of pre-school and primary children who were willing to share their ideas.*

## **Purpose:**

*To improve working relationships between our school and ECE Centres that contributes students to Rahoitu School. This research will result in an improved transition programme that meets the needs of all contributing centres and the children.*

*It will cover, research, interviewing – ECE Centres (staff and parents), new 5 year olds at school and also Primary school aged students.*

## **Investigation Goals**

1. *To investigate what conditions recent research say contribute to successful transition from ECE to Primary School in NZ schools. For the purpose of this investigation I will use research published after 2000.*
2. *To investigate transition programmes currently in place between ECE Centres that contributes students to Rahoitu School.*
3. *To identify how current transition programmes can be improved to enhance the learning of new entrant students starting at our school: transition over time, connects well, is positive and has a clear sense of continuity and direction and each decision fits the individual child and family.*
4. *To investigate programmes that will enhance learning in their first year at school –taking into consideration; pre-school experiences, learning and assessment at EC Centres, culture and gender.*
5. *To put together resources and review procedures to further enhance children's transition to Rahoitu School from ECE Centres in our area.*

### GOAL 1:

*To investigate what conditions recent research say contribute to successful transition from ECE to Primary School in NZ schools and internationally. For the purpose of this investigation I will use research published after 2000.*

*In Early Childhood Education (ECE), the national early childhood curriculum Te Whāriki (Ministry of Education, 2006) represents the mat on which we all may stand but what happens when children go to school? Are they required to get off the mat? Is there a pathway between the ECE mat and the school mat? Perhaps, for the lucky, the mats may be so closely intertwined that transitioning to school just feels like standing on a different part of the same mat. When the mats not only stand together but also share some of the same strands perhaps the transition from one to the other can be made in a gentle way by children. When they stand apart, we are asking children to undertake a significant leap of faith in order to jump from the security of one into the relative 'unknown' of the other. (Transition to School: A Principles Approach)*

### What is "Transition?"

*"Transition is **not** the same thing as orientation. It is better to think of transition as a prolonged process that unfolds through relationships" (NZ Gazette 17 May 2010) Fabian and Dunlop's (2002) definition of transition is a holistic, dynamic experience that takes place over an extended period-it includes the time from any pre-entry visits and settling in to when the child is more fully established as a member of a new setting.*

### How is it different/challenging for NZ children?

*Even though, schooling is not compulsory until the age of 6 in NZ most children start on their 5<sup>th</sup> birthday. This means NZ children are some of the youngest on school entry among Western Countries-(Suggate -2009 notes that only 4 out of 56 OECD countries in a recent PISA (Programme for International Student Assessment) study had a school entry age under 6. This means children are transitioning in and out of ECE and into school on any day of the year and often on an individual basis.*

*In NZ there are two curriculum documents-Te Whariki (MOE 1996)-which covers education from birth to school entry and The New Zealand Curriculum (MOE 2007) which covers the rest of the schooling years.*

### What conditions does research tell us need to be in place for successful transition?

- **Mutual views about transitioning between Early Childhood and Primary Schools establishments, that promotes continuity.**
- **Building connections between what children learn in Early childhood and Primary School-alignment of the Strands in Te Whariki and the key competencies of the curriculum.**

- ***Taking into account individual differences and the way different children learn.***
- ***Sharing some of the same approaches e.g. Individual portfolios and personalising learning***
- ***Procedures in place for smooth transitioning-procedures being what works between the early childhood settings and the Primary Schools children are transitioning to- each may have a different; culture, socio-economic area, need, expectation etc. What works for one may not work for all. Consultation in your own area is vital so families are informed and have some input into decisions.***

**ONE WAY DOES NOT SUIT ALL**

A variety of well thought out approaches may be needed to suit different children.  
Sometimes...

- **Continuity matters a lot for some children**
- **Difference and change is needed for others**
- **Some need to make a fresh start at the time of transitioning.**

**Academic progress appears to come more easily for children who...**

- ***have positive social interactions at school***
- ***transition to school is smooth***
- ***feel secure and empowered in the process of entering school***
- ***see their experience as positive***
- ***feel safe-so take risks, ask questions, share ideas with others(children and adults), search for answers***
- ***Establish a good relationship with their teacher***
- ***Know the rules***
- ***Know the realities of learning e.g. how long it takes to learn to read etc.***
- ***know how to play with others-good idea for teachers to buddy up before going outside also assigning classroom responsibilities to a child who is establishing friendships improves social relationships. (Children asking to play is not usually successful)***
- ***take part in group modelling of positive interactions***
- ***there is adult or senior student, facilitation of games when a new child is in the class***
- ***parents feel they can converse with the teacher and vice versa-together build a picture of the child.***
- ***have had knowledge about them shared between their early childhood teacher and their Primary School Teachers***

**What is important for children to learn before transitioning to school?**

***Often in NZ we hear parents asking "What do my children need to learn before starting school?"***

***Should they know their Alphabet? Numbers? Write their name? etc.***

***Often Parents are concerned about what they should know academically***

**NOT what is going to**

- **make my child feel they belong,**
- **make sure they know how to make friends**
- **help them relate well to other children and adults**
- **make them feel safe.**

**If children do not feel they belong, cannot relate to others (children and their teacher), feel safe and their individual needs are not addressed learning will not take place.**

**The MOE commissioned a literature review in regards to successful transition to school and the findings were presented in Peters (2010)**

**Successful transitions depend on:**

- **Features of a school environment that foster well-being, belonging and a positive engagement with learning.**
- **Responsive, reciprocal, relationships by all parties.**
- **Teachers that affirm the child's identity and culture**
- **Teachers who connect with and build on the children's fund of knowledge from early childhood education and home.**
- **Teachers who hold positive expectations for success which includes seeing promise in new entrant learners rather than deficits.**

**This research also confirmed there are considerable variations in transition arrangements. Through my visits to a few early childhood settings and also talking to Primary Schools about their transition programmes my findings are the same as this research.**

**The considerable variations are-**

- **The arrangements for sharing information**
- **Arrangements for families and children to visit schools**
- **The connections between early childhood and schools**
- **The number of schools the children from one early childhood go to**
- **The number of early childhood services feeding into one school.**

- ***There seems to be a trend at present of Primary Schools setting up classes for 4 year olds to teach them skills in Literacy and Numeracy and how to behave in a classroom (sitting on the floor listening for a period of time). Often these classes are away from the New Entrant room so there is no social interaction with school age children and no opportunity to build relationships with students they will be learning beside at school. This focus is contrary to the early education philosophy and vastly different to what research into what makes transition successful is telling us. AND parents love these classes BUT are they going to benefit the child in the long run? Food for thought?***

**How can families, ECE Centres and the School help this transition so they are ready for successful learning not only in their first year but throughout their schooling?**

1. *Talk about school in a positive manner-*

*Where it is? Take a visit-inside and out if possible. Tell them they go every day except weekends and explain school holidays. Listen to the child's questions and answer them as honestly as you can. Involve the whole family so the child sees the school as a positive place. All too often a parent won't get involved in a school because of their bad experiences of school. The more your child sees the family involved the more success they will have – even if it is just picking them up from school.*

2. *Tell your child about the different school routines- following bell times, eating routines, where you put rubbish, where you can play, not going out of the schools boundaries, bus routines, how you move around the school as a class etc.*

3. *Practice Social Skills*

*Soon the child may be one of 20 children with one teacher so it is vital they know how to mix with others. They need to be encouraged to listen to others-not just talking over them, sharing, asking when they want to join in or need something, listening to instructions ,packing away after finishing an activity and taking turns.*

4. *Give them some independence and responsibility*

*Make sure they can go to the toilet by themselves and wash their hands with soap and dry them. Give them time to dress themselves in the morning and put on their own shoes and even hang their clothes up. Make sure they know how to blow their nose and how to cover their mouth and nose when they cough or sneeze.*

5. *Make friends: for you and your child*

*This is easier if the child has attended pre-school but if not make sure you get to know possibly through the school of another child starting or another child in the class with whom they could play with a few times.*

6. *Get into a school –type routine.*  
*Teach the child the time they will need to leave to catch the bus or leave the house to walk or get into the car. Make sure they have had time to sit and eat a proper breakfast and get ready before this time. Children may have to practice eating a little faster.*
7. *Get use to the same eating patterns as at school*  
*Once at school they will have a set time for eating. Have snacks and lunch at the same time they will have them at school. Get use to drinking water and eating the type of snacks allowed at different break times.*
8. *Eating Together*  
*A child who is not use to eating with others may find this distracting and noisy and often stops eating properly at school.*
9. *Talk , talk and talk some more*  
*Restrict TV and Computer time and make time to talk, ask and answer questions and teach them to initiate conversations.*
10. *Read books together*  
*Talk about the pictures, show them how to hold a book and turn the pages. Show them how words go from left to right. Point out letters if they are ready. Visit the local library and book store. Read words on signs. And always return to favourite books and read them again and again- it is surprising how much more learning happens after a few visits to the same book. Always have books in your car for that opportune moment to read.*
11. *Develop fine motor skills*  
*Children need to develop strength in their fingers- playing with play dough, clay, painting, colouring in, writing, using scissors, tracing, and doing dot to dots all help.*
12. *Encourage Writing-if ready (even a scribble is the first stage of writing-and remember to ask them what their writing is saying-record it for them so they have a model)*
13. *Draw shapes with a finger in the sand or with a paint brush with water on the concrete, drawing pictures to make a book and dictate the story so creating their own book. Make sure you teach the correct grip of a pencil and the correct starting position of letters if they want to write-(Check with your local school if unsure)*
14. *Help develop concentration*  
*Do puzzles, play board games, making things out of junk.*
15. *Be creative*  
*Cooking, picking and arranging flowers, painting, drawing, singing and dancing all develop your child's creative talents.*

### **What are the child's view re Transition?**

*I interviewed four students who had been at school from 1 month to 4 months at my school. All had attended ECE but all at different venues- 1 Play Centre on our school grounds, 1 at a Kindergarten, 1 at a Day Care Centre and one at a Pre-School. The children were interviewed in pairs. They were told they were helping me gather information for my study which made them feel very important and very eager to help! I have recorded their responses using their words.*

**1. How did you feel about starting school?**

Good-because it is fun; worried; exciting going to school; I thought I would make lots of friends; happy;

**2. What do you like about school?**

Playing with people I like ;playing on the playground-3x ;playing on the field-"Duck, duck, goose, goose " ;putting strings in holes with numbers; playing with friends; playing circle games with numbers; shoe laces with numbers; having friends-2x;going to school every day; I just like everything;

**3. What don't you like about school?**

Being sick and can't go to school; I just like everything (3 said there was not one thing they didn't like)

**4. What is different about school from Pre School Centre/ kindergarten/Play Centre/Day Care?**

Pre-School: Only one big classroom for all children aged 1-4; only a little play area outside: one room for you to sleep in; had steps to walk down on the grass and a mat outside; had big shovels in the sandpit; didn't have to wear a uniform; fun stuff at play centre (sandpit, monkey bars); could wear anything to kindy, slide is shorter

School: Bigger slide at school; classroom is bigger; everything is different; you put your bag in a cubby and at school you hang it on a hook.

**5. What did you need to know when you started school?**

To not do bad things; know all your favourite friends; To learn; to not be naughty ;to get a uniform and have some black pants ;hang your bag on a hook; someone will tell you where things are; know where the playground and the field is; learn what things weigh.

**6. What could the school do to help you when you started school?**

If you are hurt you tell the teacher or the big kids; ask where you want to go, if you hurt your ankle you know where to go; to learn.

**7. What did you worry about when you started school?**

Who to play with at playtime; different people in the class; I didn't know how to write or learn; I cried when Mum left me; Mum stayed with me for a while and then she left-I didn't want Mum to leave.

**8. Did you know any other children at school when you started?**

Child 1-Brother and sister-3 other children 2 in same room and 2 in different rooms

Child 2-Brother and sisters and 3 in same room and 1 in another room.

Child 3-My brother-no one else



Child 4-My brothers and one other in my class

**9. There are some children who are going to start school soon. What is important for them to know about this school?**

They will be in Room 1; what class they are in; where to sit; to go in and out the classroom when the bell goes; Say-“Do you want to play with me?”; Show them where the classroom and the toilets are ;zip up your bag so no one goes in and steals your things; not to be naughty (2x); know not to be scared there are lots of nice people here at our school; when the fire bell goes you have to go down on to the field.

**10. What do you learn at school?**

All your maths; listen to the teacher; know not to add when it's a take away; to write; pluses in math; doubles and takeaways; where to put your bag; have turns; to count- “Our teacher sometimes forgets how to count so we have to tell her the number when she forgets!”

**Goal 2:**

*To investigate transition programmes currently in place between ECE Centres that contributes students to Rahotu School.*

*Currently there are four Early Childhood Centres that contribute children to our school. Occasionally we do get some from Early Childhood Centres in New Plymouth if their Mother travels to the city for work each day*

1. **Kindergarten:** *No transition Programme to our school-mainly because of the distance from the Centre and the School. They do have visits to their local schools.*

*At present they are interested in*

- *Having information about our transition programme at their Centre*
- *Taking a copy of their Profile book which the family can give to the New Entrant teacher when they start school.*
- *Visits by the New Entrant teacher to the Centre (perhaps with a buddy for the 4 year olds)*
- *A copy of the photo book about our school which will be made with the Transition group for their library.*

## **2. Pre-School- No transition Programme.**

*This service has only been in place for a year. They are very interested for the New Entrant teacher and me to visit when our new Transition Procedure is in place to establish how we can work together.*

**3. Play Centre-** *(On School site) At present the 4 year olds visit the New Entrant room on the last Thursday of each month for 1 hour. Also 2 weeks before they turn 5 they are encouraged to come for two weeks half days. The new procedures are later in the report- these will be finalised after further consultation with the Play Centre and other contributing Centres.*

**4. Pre-School-** *This is some distance away and have only had two children from this facility.*

*After contact the Lead teacher will inform us if a child will be attending our school when they turn 4 or when they know.*

### **WHAT IS THE PARENTS VIEWS RE TRANSITION?**

#### **Consultation with Play Centre Parents**

#### **1. What more can be done to support your child's move from Rahotu Play Centre to Rahotu School? (Majority of children come from this facility)**

- knowing when to actually enrol my child
  - know exactly what to bring when you enrol your child.
  - details of how to contact the Uniform person well before starting so they have their uniform to wear on the first day.
  - to be able to purchase their stationery before they start so we have time to cover it so it's all ready for the first day.
- \* PC requested to have the form and direction of handwriting letters and the correct grip for holding a pen.

#### **2. What do you think your child should know before starting school?**

- Write their name

- Take shoes on and off by themselves (either tie laces or have Velcro fasteners)
- Knowing how to look after their clothing- where to put it if they get hot.
- Know the routines –being responsible to bring things home- book bag, lunch box, jersey, shoes home each day

### **3. When do you think transition should start and end?**

-They all wanted transition to stay the same starting Transition visits when the child turns 4 on the last Thursday of each month and then 2 weeks before they turn 5- 2 weeks half days.

### **4. What assessments do you do at Play Centre that we could use when they come to school?**

- Profile Books-each child has a book that the parent puts together for their child following PC guidelines -discussed how pages with stories could be photocopied and bound into a book for them to take to their classroom when they start school. Parents to take the originals home.
- Speech Link/Language Link- the original trained Parents have now left PC but a parent is in the process of setting up again and training other parents so testing and follow up is done at age 4 again.
- Play Centre would like the basic words (pink cards on rings that are used in the New Entrant Room) available to the 4 year olds at PC.

### **5. How do the Play Centre and School work together already?**

- Transition to school- at present this stops once they turn 5
- Evacuation procedures (Practice once a term when PC is in session)
- Calf and Lamb Day
- Speech Link/Language Link
- Life Trust Visit 1x a year
- Children have a book bag
- Invitation to shows held at school if it coincides with a PC session

## **6. Are there any areas the PC could change or introduce so transition is easier for the children?**

- FLAME respect programme (introduce some aspects at the PC)
- Discussed whether the older children should sit down at a set time to eat?
- shoes off all time inside (same as school)
- visits to the School Library for the PC children
- Hat on when outside in term 1 and 4
- encourage families to take books home from the PC library
- encourage tidying up when finished an activity
- inside/outside voices
- no running inside
- encourage finishing what they have started
- A permanent Play Centre space in the school newsletter each week advertising the opening times and welcoming families to be involved. PC to email a photo and short report on any special event that has taken place.

## **Consultation with the Kindergarten**

### **1. What more can be done to support the children's transition to Rahoitu School?**

- Get to know the Principal and the New Entrant teacher- closer working relationship
- A picture book about Rahoitu School for the children to read in the Kindy library- update each 6 months
- The ECE Centre to inform the school when they know a child from their facility will be attending Rahoitu School
- All Rahoitu School transition resources and procedures to be available to parents at the Kindergarten (Update when there are changes)

## **2. What assessments do you do that we could use when the children come to school?**

-E- portfolios-Educa- Children have access to this daily via an i-pad -ECE Centre will copy the learning stories and present to the child to bring to the school

-Individual goals for the child

-Speech Link/Language Link results are used in their programme

## **3. What are the important things the Kindergarten sees as important for the child to know before they start school?**

-develop a sense of belonging

-Know how to communicate (e.g. if a child is showing anger they have to be able to talk about their feelings, if they use inappropriate language model the correct language)

-to be positive

-rich experiences e.g. a different theme each term -Term 2 –Music Term 3 –Science- (growing potatoes, worm farm, worm box, growing seeds so can see root system, paper mache volcano etc.

-Writing table- model of name, model of letters

-Speech Link/Language Link programme on individual basis if a child needs it (or as Centre goal if needed e.g. Verbs and Pronouns at present (all teachers use the language when conversing with the children)

-Independence- signing in by finding name, putting lunch box on the shelf and putting bag in the cubby hole, washing hands, sitting and eating at a table.

-talking and moving quietly

-Reading- Recognizing name when entering each day and putting it on the Roll Board

#### **4. When do you think transition should start and end?**

This depends on each individual school's transition programme. The ECE Centre has visits to the local schools that are within walking distance.

#### **5. What can we do you see as workable for transition since we are quite a distance apart?**

- Transition programme information available at the Kindergarten
- A copy of the learning stories out of their e-portfolio sent with the child when they start school.
- A copy of the updated orientation book for the Kindergarten Library each 6 months
- A buddy visit to the ECE Centre before they come to school
- A buddy visit back to ECE Centre after they have been at school one month

#### **Consultation with Pre-School (Some distance away-too difficult for visits)**

##### **What are your views re transitioning to school?**

Transition starts the day a child enters our Pre-school. The programme includes a print rich environment, story reading, sharing experiences, news, talking together, singing, recognising their name and when ready writing it

The 4 year old programme includes-

Writing a story once a week-drawing a picture and then telling their story. The teacher writes the story for them and the child writes underneath. The more able children have the basic words on cards and they find a word and put in their story.

Learning to write- children have books with the letters formed in dots – the children trace the letters learning the correct starting point- a page a week is done. They learn to form their letters but in a way that is fun.

Learning sounds-literacy games-rhyme games- resources /games for recognising letters and sounds

The Arts-support fine motor skills-paint brushes, pencils, scissors

They have visits to their local school.

Part of every day programme is developing their emotional resilience

Each child has their individual learning story books.

Goal 3:

*To identify how current transition programmes can be improved to enhance the learning of new entrant students starting at our school-transition over time, connects well ,is positive and has a clear sense of continuity and direction- each decision fits the individual child and family.*

### **1. Pamphlet- “I am 4- I am starting to get ready to go to school.**

One page pamphlet informing parents of the Transition to Rahotu School Programme. (See attached)

Outlining the ...

- Visits to the New Entrant Room on the last Thursday of each month from 10.15-11.25am (During a PC session)
- Once every 6 months there will be an orientation visit covering the - classroom, playground, toilets, office, lost property, cloak bay-how to hang bags, field, pool, bus lines, staff room, sick bay, sandpit etc. - (include a break time-what happens when the bell goes, bring a snack-where rubbish goes-where you play, what you can play, what you do if you get hurt etc.) Photos are taken during this visit to be made into a book for children to look at, at PC and a copy to other interested ECC
- Encouraging Parents to add their child’s details on the “Waiting List “if they are going to attend our school and inform them they will receive an information pack 2 months before their child starts school.
- Included are a few ideas of how they can get their child ready for school

## **2. Information Pack- 2 months before starting Date**

- 2 Months before they start school parents of the children on the waiting list are sent an information pack, which includes- “Getting Ready to enrol your child at School “pamphlet, School Information Book, uniform order form, Conduct on bus form, stationery form, internet safety form, health information pamphlets, Literacy and Numeracy pamphlets and enrolment form for parents to fill in and a current school newsletter.
- The “Getting ready to enrol your child” pamphlet(See attached ) will include things they need to get ready to bring to their enrolment meeting with the Principal in a months’ time- filled in forms from information pack, B4 School certificate, completed immunisation forms, birth certificate or passport- questions sheet- enrolment form.
- Included will be a time for the enrolment meeting

## **3. Enrolment meeting- one month before starting school**

- All forms will be checked and any queries will be answered
- The transition to school programme of 2 weeks half days will be explained and what is expected from the families.
- Talk about the importance of bringing along their Profile book from ECC if they have attended- This will be copied and made into a book if not already done by the ECC.

## **OTHER PROCEDURES THAT WILL BE TRIALLED**

### **1. Transition to School Notice Board**

Photos-School Entrance-Principal-child in uniform-Classroom-class teacher-Photos of children starting school soon and buddy underneath. Room also for their name tag when they attend transition (one in the foyer of PC and Room 1 foyer)

### **2. Buddy System Tuakana/Teina- Year 7 students (So they are their buddy for over one year) For children attending Rahotu School**



- There is a benefit for both age groups-their wellbeing, sense of belonging, exploration, communication and contributing- a responsibility within the community.

- Year 7 buddies visit the PC when no children around-orientation

-2 months before starting school visit PC once a week for half an hour- get to know their 4 year old buddy –help with activities. Four year olds from other ECC times will be arranged.

- first week at school-check they are ok in the playground –take photos for their Profile book.

- if possible the buddy to be on the same bus as well

They also become their “reading buddy” 10 minutes after the first break Monday to Thursday.

After a month at school the buddy takes them back to Play Centre to share their new profile book with the PC.

#### **Goal 4:**

*To investigate programmes that will enhance learning in their first year at school –taking into consideration; pre-school experiences, learning and assessment at EC Centres, culture and gender.*

After reading and visiting ECC, I was then concerned as at present our transition programme stopped once they turned 5 and the school system took over with little reference to the child’s early experiences, their portfolio (if they had attended an ECC) and no planned following up to check if the child had transitioned smoothly and everything was in place so success was inevitable.

The areas I investigated were...

- How can we link the Te Whariki Strands with the Key Competences in the Primary school curriculum?
- What are children who have attended ECC likely to know before starting school?
- Are we meeting the needs of the individual by personalising their learning?
- Are we taking into account the differences between how boys and girls learn?
- What other factors should we be aware of in regards to children learning?
- Did the children, who are having difficulty learning or find it hard to relate to others, have a smooth transition to school?
- How can we use the information in the child’s profile book to make them feel they belong and other children get to know them well?

**1. How can we link the Te Whariki Strands with the Key Competences in the Primary school curriculum?**

**WHAT SHOULD CHILDREN BE LEARNING?**  
**HOW CAN WE MANAGE THE FLOW THROUGH OF LEARNING?**

<b><i>Early Childhood</i></b>		<b><i>Primary Year 1-3</i></b>		<b><i>Year 4-8</i></b>
<b><i>STRANDS</i></b>		<b><i>KEY COMPETENCES</i></b>		
		<b><i>Emergent Understandings</i></b>		<b><i>Developing Understandings</i></b>
<p><b><i>Strand 5:</i></b>  <b><i>EXPLORATION</i></b>  <b><i>Mana Aotōroa</i></b></p> <p>To explore, learn from and make sense of their world. Importance of respect for the environment.</p>	<p>Children learn through play by...</p> <ul style="list-style-type: none"> <li>• Doing</li> <li>• Asking questions</li> <li>• Interacting with others</li> <li>• Setting up theories or ideas about how things work and trying them</li> <li>• Purposeful use of resources</li> <li>• Make links with their previous experiences</li> <li>• Actively learning with others and independently</li> <li>• teachers valuing play and spontaneous play is recognized</li> <li>• gaining confidence in and control of their bodies</li> <li>• learning strategies for active exploration, thinking and reasoning</li> <li>• developing working theories for making sense of the natural, social, physical and material worlds</li> </ul>	<p><b><i>THINKING-Intellectual Curiosity</i></b></p> <p>Thinking is about using creative, critical and metacognitive processes to make sense of information, experiences and ideas</p>	<p>Students who are competent thinkers and problem solvers know</p> <ul style="list-style-type: none"> <li>• there are different ways people understand and think about our world</li> <li>• searching for knowledge and answers to questions is important</li> <li>• there are a range of thinking processes and strategies that help us solve problems</li> <li>• to ask really good questions so understanding improves</li> <li>• how to answer other peoples questions</li> <li>• how to help each other learn.</li> <li>• Thinking about our learning helps us learn better</li> <li>• Sometimes you come up with better ideas if you take time to think</li> <li>• To draw on personal knowledge and intuitions</li> <li>• How to ask questions</li> <li>• How to make decisions</li> <li>• How to construct knowledge</li> </ul>	<p>Students who are competent thinkers and problem solvers know</p> <ul style="list-style-type: none"> <li>• There are different ways of interpreting things</li> <li>• Texts can be accepted or rejected by the user</li> <li>• To take their time self-reflecting</li> <li>• How to sort, classify, compare and look for patterns to help understanding of concrete and abstract ideas or concepts</li> <li>• Creative thinking can be about challenging and redefining conventional thought and expression of ideas and concepts</li> <li>• Reading, listening and reflecting on the ideas and thoughts of others before responding are important skills.</li> <li>• Questioning the ideas of others and justifying our thoughts and approaches encourages understanding</li> </ul>
<b><i>Early Childhood</i></b>		<b><i>Primary Year 1-3</i></b>		<b><i>Year 4-8</i></b>
		<b><i>Emergent Understandings</i></b>		<b><i>Developing Understandings</i></b>
<p><b><i>Strand 4:</i></b>  <b><i>COMMUNICATION</i></b>  <b><i>Mana Reo</i></b>  <i>The languages and symbols of their own and other</i></p>	<p>Children experience an environment where they</p> <ul style="list-style-type: none"> <li>• develop non-verbal communication</li> <li>• develop verbal communication</li> </ul>	<p><b><i>USING LANGUAGE, SYMBOLS AND TEXT</i></b></p> <p>Working with and making meaning of the codes in which</p>	<p>Students experience an environment where they...</p> <ul style="list-style-type: none"> <li>• can interpret words, number, images, movement, metaphor and technologies in a range of contexts</li> <li>• recognise the choices of LS or T</li> </ul>	<p>Students experience an environment where they...</p> <ul style="list-style-type: none"> <li>• understand ideas, concepts and emotions can be represented in different ways</li> <li>• have more opportunities to engage,</li> </ul>

<p><i>cultures are promoted and protected.</i> Developing the language of words, sentences, stories, art, images, music, dance ,drama, mathematics, movement, rhythm</p>	<ul style="list-style-type: none"> <li>• experience the stories and symbols of own and other cultures</li> <li>• discover and develop different ways to be creative and expressive</li> </ul>	<p>knowledge is expressed</p>	<p>affect people’s understanding and the ways they respond to communications.</p> <ul style="list-style-type: none"> <li>• confidently use ICT to access and provide information and communicate with others.</li> </ul>	<p>experiment and practice important to critically evaluate texts, data and graphs and build on their learning</p> <ul style="list-style-type: none"> <li>• know purpose and audience are important considerations when deciding how to create the text.</li> <li>• Know different words, phrases and associated body language can carry different meanings</li> </ul>
<p><b>Strand 1: WELL BEING Manu Atua</b></p> <p><i>The health and Well-being of the child are protected and nurtured</i></p>	<p>Children experience an environment where</p> <ul style="list-style-type: none"> <li>• the ability to look after themselves is developed</li> <li>• their emotional wellbeing is nurtured</li> <li>• they are kept safe from harm</li> <li>• they learn to make choices</li> <li>• they learn to maintain concentration</li> <li>• learn to be involved</li> <li>• they are supported in expressing, articulating and resolving a range of emotions</li> <li>• they develop self –care skills</li> <li>• they protect themselves and others from harm</li> </ul>	<p><b>MANAGING SELF</b> <i>-self motivation-a “can-do” attitude</i> <b>And students seeing themselves as capable learners-</b> <b>EMPOWERMENT</b></p>	<p>Students experience an environment where they ...</p> <ul style="list-style-type: none"> <li>• take responsibility for being a learner and be ready and willing to learn</li> <li>• know it’s important to “have a go” even if it is a little hard so we learn to do things by ourselves</li> <li>• know when to ask for help and when to keep trying</li> <li>• know people learn in different ways and we can help them if we know they want help</li> <li>• know completing tasks and activities at certain times is helpful to ourselves and others</li> <li>• establish personal goals</li> <li>• Know when to lead and when to follow and when and how to act independently</li> </ul>	<p>Students experience an environment where they ...</p> <ul style="list-style-type: none"> <li>• Have a personal responsibility for their learning and those of others</li> <li>• Need to be organized</li> <li>• Are prepared</li> <li>• Manage time effectively</li> <li>• Learn to persevere so they learn to understand</li> <li>• Interact with a wide range of LST to gain personal satisfaction</li> </ul>
<p><b>Strand 3: CONTRIBUTION Mana Tangata</b></p> <p><i>Opportunities for learning are equitable and each child’s contribution is valued</i></p>	<p>Children experience an environment where-</p> <ul style="list-style-type: none"> <li>• there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background.</li> <li>• all are affirmed as individuals</li> <li>• they are encouraged to learn</li> </ul>	<p><b>RELATING TO OTHERS</b> <i>Interacting effectively with a diverse range of people in a variety of contexts</i> <b>RELATIONSHIPS</b></p>	<p>Students experience an environment where they ...</p> <ul style="list-style-type: none"> <li>• listen actively</li> <li>• Recognize different points of view, negotiate and share ideas</li> <li>• Are open to new learning</li> <li>• Take on different roles in different situations</li> <li>• Aware of how their words and actions affect others</li> </ul>	<p>Students experience an environment where they ...</p> <ul style="list-style-type: none"> <li>• Know talking with others can help our understanding</li> <li>• Know when we read about or interact with other people’s ideas or experiences they may be different from our own.</li> <li>• Reflecting on similarities and differences are important routes to</li> </ul>

	<ul style="list-style-type: none"> <li>with and alongside others the programmes should recognise, acknowledge and build on each child's special strengths and allow each to contribute</li> <li>they develop satisfying relationships with adults and peers</li> <li>they learn to take another's point of view</li> <li>to empathise with others</li> <li>to ask for help</li> <li>to see themselves as a help for others</li> <li>to discuss or explain their ideas to adults or to other children.</li> </ul>		<ul style="list-style-type: none"> <li>Know when it is appropriate to compete and when it's appropriate to co operate</li> <li>Know by working together they come up with new approaches ,ideas and ways of thinking</li> <li>Learn other people's ideas can be different from our own</li> <li>Can help each other understand and learn from our similarities and differences</li> <li>Learn talking, or writing about our own ideas, feelings and experiences can help other people understand us</li> <li>Learn from other people and they can learn from us</li> </ul>	<p>understanding the strengths of others</p> <ul style="list-style-type: none"> <li>Are aware that different words, texts and symbols can carry different meanings for people.</li> <li>Know personal expression is an important aspect of human life</li> <li>Know empathy is an important attribute</li> </ul>
<p><b><u>Strand 2:</u></b> <b>BELONGING</b> <i>Mana Whenua</i></p> <p><i>Children and their families feel a sense of belonging</i></p>	<p>Children and their families experience an environment where</p> <ul style="list-style-type: none"> <li>connecting links with the family and the wider world is affirmed and extended</li> <li>they know they have a place</li> <li>they feel comfortable with the routines, customs and regular events.</li> <li>they know the limits and boundaries of acceptable behaviour.</li> </ul>	<p><b>PARTICIPATING AND CONTRIBUTING</b> <i>-being actively involved in communities i.e. family, whanau, and school and those based on a common interest or culture</i></p>	<p>Students experience an environment where they ...</p> <ul style="list-style-type: none"> <li>know they can belong to different groups-small and large</li> <li>help others learn by listening, allowing them time to think and encouraging them to share their ideas and thoughts and through sharing their own</li> <li>have responsibilities to the groups to which they belong</li> <li>work together on an activity where each contributes their thinking or task</li> <li>learn how to negotiate to do or talk about something different</li> <li>Have a sense of belonging</li> <li>Have confidence to participate within new contexts</li> <li>Know the importance of balancing rights, roles and responsibilities</li> </ul>	<p>Students experience an environment where they ...</p> <ul style="list-style-type: none"> <li>Learn to work as groups and individually</li> <li>Benefit from the learning and knowledge of many by working collaboratively</li> <li>Have responsibilities to their group</li> <li>Learn to consider the effects of their actions on others</li> <li>Can help others learn by listening, allowing them time to think and encouraging them to share their ideas and thoughts and through sharing their own</li> </ul>

**2. What are children who have attended ECC likely to know before starting school?**

**CONTINUITY BETWEEN EARLY CHILDHOOD EDUCATION AND SCHOOL**

**Children moving from early childhood settings to the early years of school are likely to...**

<p><b>Strand 5:</b> <b>EXPLORATION</b> <i>Mana Aotōroa</i></p>	<p>Have extensive prior learning and experiences which provide starting points for further learning            Enjoy and be able to participate in adventurous and creative thinking            Have experience in making choices and decisions, setting their own goals and using their initiative            Continue to develop their loco motor, non-loco motor and manipulative skills in a variety of settings            Have some skills in equipment safety            Be able to share responsibility for class and school environment.            Be able to observe, compare, classify and group objects            Use discovery, invention, innovation, imagination, experimentation and exploration as a means of learning            Demonstrate flexibility and creativity in applying mathematical ideas            Have developed some initial strategies of active exploration in the wider context of biological, physical and technological worlds.            Have begun to make sense of the living world by observing, identifying and describing animals and plants and by investigating changes over time            Able to describe properties of everyday materials by investigating changes in different physical conditions            Have initial strategies for observing features of Earth and beyond and appreciate their environment and its changes over time.</p>
<p><b>Strand 4:</b> <b>COMMUNICATION</b> <i>Mana Reo</i></p>	<p>Have language skills for a range of purposes            Have had considerable experience with books and be rapidly developing secure vocabulary, grammar and syntax            Return to favourite books, know directionality, how words are made up and the correspondence between written and oral words            Have had the opportunities to hear and use Maori            Have some awareness of other community languages            Enjoy writing            Have some practical concepts about numbers -counting, numerical symbols, and some everyday</p>

	<p>understandings-fair share, ,patterns, labelling ,sorting</p> <p>Have a repertoire of expressive body movements for communication esp. dance and drama</p> <p>Enjoy and experience music as an expression of mood, situation and culture</p> <p>Have developed some techniques for expressing themselves in music, art, crafts and designs</p> <p>Enjoy making music and be developing a feeling for rhythm, singing and improvisation</p>
<p><b>Strand 1:</b> <b>WELL BEING</b> <b>Manu Atua</b></p>	<p>Effectively communicate their immediate needs for rest, drinks, food and attention and continue to become independent</p> <p>Have established many self –care skills</p> <p>Be able to eat with minimal supervision and have some understanding of healthy foods and surroundings</p> <p>Be increasingly in control of their emotional responses</p> <p>Have some understanding of keeping themselves safe and to be able to articulate some questions and concerns</p> <p>Have a range of strategies for getting help for themselves and others</p>
<p><b>Strand 3:</b> <b>CONTRIBUTION</b> <b>Mana Tangata</b></p>	<p>Perceive their families are welcome and valued</p> <p>Respect, and enjoy working with children who are different in some way</p> <p>Feel positive about their gender and ethnicity, about the opposite gender and other ethnic groups</p> <p>Have some understanding about equity and some ability to identify and challenge bias, prejudice and negative stereotyping.</p> <p>Be confident that their interests strengths, knowledge, abilities and experiences will be recognised and built on in the learning programme</p> <p>Be familiar with working co-operatively</p> <p>Be able to see that others have different points of view and to be able to understand, to some extent, others feelings and attitudes.</p> <p>Express their own needs and feelings and recognise some needs of others</p>
<p><b>Strand 2:</b> <b>BELONGING</b> <b>Mana Whenua</b></p>	<p>Seek opportunities to share happenings and objects from home</p> <p>Have some knowledge about the wider community and environment and take some responsibility about caring for their own environment</p> <p>Want to contribute to decisions about the class programme and to plan own activities</p> <p>Enjoy repeating favourite stories and activities and be able to sustain projects</p> <p>Be confident making new friends as well as working and playing with children they know.</p> <p>Understand basic concepts about rules, rights and fairness</p>

	Understand the values of reliability, honesty and courtesy.

### **3. Are we meeting the needs of the individual by personalising their learning?**

#### **PERSONALISING LEARNING**

*“There is nothing so unequal as the unequal treatment of unequal’s”- Blanchard 1994*

#### **WHAT IS IT?**

**“It is about focusing attention on what makes effective learning for every individual learner within the school, at child (and adult) level and making provision accordingly. It is a shift in emphasis from examining the quality of teaching to looking at how we can provide quality learning. It is a shift in emphasis from curriculum content at the centre to the child’s development as a confident and competent learner at the centre of the learning process (this will entail looking at the development of the whole child and not just their cognitive development)” p 1 Wilmot 2006**

**As a new 5 year old beginning school PL starts with what the child has learnt in their first 5 years- at home, with extended family and friends and/ or in an ECE centre.**

- **Learned how to communicate with others**
- **How to be mobile**
- **How to be self-sufficient in many things**

**Starting with what the child knows and can do and then builds upon their skills at learning and abilities to learn. We must look at the skills based curriculum so the children develop into confident, connected, actively involved, life –long learners.**



**We want that inquisitive, confident, lively exciting, bright, happy, enthusiastic child who “just loves school” to still be there when they head off to Secondary school. We want to build on the natural learning abilities and aptitudes that the children bring with them at 5 and will help them develop as independent learners.**

### **HOW DO WE DO THIS?**

- **Teachers knowing their children as individual people and individual learners**
- **Knowing each child’s strengths and needs and fostering talents learners may have**
- **Teachers share this knowledge with the learner through effective feed –back**
- **Supporting the learner to take responsibility for learning and to support them to become independent learners**
- **Supporting and encouraging them to develop the skills for life- long learning**
- **Learners and families are aware learning is about 24/7 learning**
- **Listen to the student voice-hear what they are saying**
- **ITS ABOUT NOT TOLERATING FAILURE FOR OUR LEARNERS**

**Each learner becomes responsible for managing their learning and assessment. Should be able to talk about what they can do and know their next learning steps-learning from their mistakes and from working closely with others**

**Aim: To develop a set of positive attitudes to learning**

- **Knowing how to learn**
- **Understanding how to understand**
- **Learning how to learn**

**PERSONALISING LEARNING ISN’T ABOUT DOING ANYTHING DIFFERENT IT IS ABOUT WHAT WE ARE SUPPOSE TO BE DOING BETTER**

**Switch our minds and brain on- the mind is bigger includes our personality**

**So what are the ideal conditions for learning?**

- Basic needs are being met-space, temperature, lighting, fresh air, seating arrangements, water, healthy snacks food, warmth, happy, adequate sleep
- Comfortable in terms of the environment-physical and emotional
- Both sides of the brain are working together
- Trust and mutual respect between the teacher and the learner

**4. Are we taking into account the differences between how boys and girls learn?**

<b>What are the gender differences- as their brains are slightly different?</b>	
<b>BOYS</b>	<b>GIRLS</b>
<p><b><u>Boys produce less serotonin (feelings of wellbeing and happiness also have less oxytocin (human bonding chemical)</u></b></p> <ul style="list-style-type: none"> <li>• Tend to use one hemisphere of the brain at one time-making him focused and dogmatic</li> <li>• Much better at construction, processing and reading maps</li> <li>• Poor behavioural control and acting without thinking</li> <li>• Greater risk takers-see the risk after the event</li> <li>• More likely to be physically impulsive</li> <li>• More compulsive, non-cautious and eager</li> <li>• Let's do it , modify as we go and adjust at the end</li> <li>• Learn by doing</li> <li>• Spatial relations and geometry develop before language area</li> <li>• Shorter concentration spans and are in need of grater stimulation</li> </ul>	<ul style="list-style-type: none"> <li>• More cooperative and compliant</li> <li>• Pay attention and maintain effort for longer periods</li> <li>• More controlled, logical and analytical</li> <li>• Often take a strategic view and plan for consequences</li> <li>• They see issues before they arise</li> <li>• Use their greater reasoning and language capacity to plan appropriate plans of action</li> <li>• They can see links-if we do this then this will happen</li> <li>• Language area of the brain develop before spatial relations and geometry</li> <li>• Listen more intently</li> <li>• Emotionally literate at an earlier age and able to discuss feelings and emotions openly</li> </ul>

- Hear less than girls-from birth 70% less
- Need to chunk out learning into smaller blocks
- Will use action and often solitary play to organize, clarify and think about thinking.
- Love physical contact-rough and tumble-how boys gain a sense of self, a sense of purpose and a sense of identity in a group
- More interested in objects and things
- Emotions are expressed through actions not talk
- Prefer to lie down to work
- Like to watch each other to imitate and innovate ideas
- Prefer to build high rather than out
- They see into the distance rather than close up
- Tend to fidget or tap pens to keep awake-‘rest state’

- Use left and right sides of the brain to solve problems
- Use up to 30x more language in their play
- More adept at ‘getting on ‘
- Tend to multi-task better
- Less impulsive
- Fewer attention span problems
- Greater ability to make quick transitions between lessons

Schools need to ensure they are sufficiently broad in structure and outlook to accept the diversity and talents found in boys. Too many boys and girls slip through a school system that is too narrow.

### **1. Characteristics of Boys- (To consider when planning programmes)**

(majority of boys look forward to starting school and are enthusiastic about playing with their friends and learning things. But once they have settled and move through the classes their enthusiasm wanes (Educating Boys- Michael Irwin)

- Boys like to be outside
- Boys like physical activity, the chance to run, play and have fun.
- Boys like to be boisterous, to have rough and tumble.
- Boys have passionate interests; often interests are not included in school curricula.
- Boys like adventure and risk
- Boys like to handle, disassemble, reassemble, make and do.
- Boys like to be challenged.

- Boys like competition.
- Boys like their learning to be relevant
- Boys like to know where their boundaries are, what is expected, what are the requirements, what are the rules, what are the consequences. They want these things in black and white
- Boys like to laugh and joke and have a bit of fun

Schools must value and celebrate the strengths of children whether it is the artist, scientist, mathematician, the writer, the actor, the singer, the rugby player equally

### **5. What other factors should we be aware of in regards to children learning?**

Research has shown that the average 5 year old cannot do what three year olds were doing physically 10-12 years ago. Why?

- Push- chair kids
- Lack of challenging play space
- Health and Safety procedures that curtail risk taking
- Dominance of computer screens and video games

#### **How can we help children with balance?**

1. We need to get kids moving and a well-organized balance system indicates a well-organized brain-balance is trained through movement. Rule of thumb for the length of time sitting is their age plus 2, but for boys it is usually shorter. Children must also be comfortable when sitting so learning takes place.
  2. Crossing the Centre line-to be physically balanced children must be able to cross the centre line-watch them when painting can they can go across the page without changing the brush from their left to right hand? "Lazy Eights"- Climbing and balancing in the playground
  3. Watch for children who touch surfaces when walking around-they do this to anchor them in their space
  4. Watch for the children who sit on other children or knock others out of the way- they can't see them of can't calculate how they will fit the space
- Questions to ask?  
Do they have a positive self-image?

Do they have a close group of friends?

Do they enjoy themselves and join in?

Do they feel lonely and awkward?

Do they like coming to school?

**What do learners need to develop?**

### **Resilience**

- **How to stick to something even when it becomes tough**
- **How to deal with difficulties**
- **How to deal with confusion**
- **How to be curious about their world**
- **How to have a go and work things out**
- **How to get support**
- **Willing to get things wrong**
- **Willing to leave something that is hard and come back to it later**

**What do teachers need to do?**

- **Provide an environment that stimulates and engages them in learning-has a positive emotional response(senses)-developing the emotional brain-does it look nice, does it smell nice, does it have space, have interesting things to feel and the children have time to eat?**
- **Provide positive praise and encouragement that is merited and worthwhile-high expectations**
- **The teacher is there to identify when a child need support and give them a prompt or question to get them back on track**
- **A noise level that is calm and busy**
- **Provide an environment which is rich in learning choices and excitement, based upon them their fascinations and interests**

### Resourcefulness

- The learner developing their own approach to their learning-what works for them
- Learning from and with others
- Learning in different ways and being flexible as a learner
- They will have a range of approaches to learning
- They will communicate their learning in different ways
- They will use a range of learning tools including ICT

#### What do teachers need to do?

- Have a well-resourced learning environment
- Have a wide range of learning tools available (and working)
- Wide range of open ended learning activities so children can be flexible about meeting the learning objective.
- Leave the learning outcome open so the children choose how they present their information- poster, booklet, in music, paint etc.
- Have the opportunity to work together and learn from each other-effective members of a team.

### Reflectiveness

- They need time to stop and think, look back over their learning, reflect on their processes they have experienced and consider which were more effective for them and why

#### What do teachers need to do?

- Provide thinking time for the learners
- Make sure there is a balance of busy time and reflective time
- Time for some “Deep thinking” instead of doing

## Remembering

- They need to maximize their memory
- They must know simple techniques to remember things e.g. mnemonics
- Learners must practice, repeat and review work in short bursts several times to help improve memory

What do teachers need to do?

- Time to practice, repeat and review work
- Using role play, drama, hot-seating and visualization techniques can be taught to aid memory
- We need to use emotion (in a positive way) as an aid to memory
- Teach mind mapping and concept mapping from an early age
- Use storytelling and visualization in your direct teaching
- Encourage learners to look for patterns and connections with prior learning
- Make learning memorable-use humour or emotion to help children remember

## Responsiveness

- They need to learn it is essential that you can learn to do things differently and stay positive about your learning particularly when things go wrong

What do teachers need to do?

- Model a positive approach to change, to new learning and to new situations and to making mistakes or getting things wrong then it is more likely that our pupils will develop this positive attitude as well.

**6. Did the children, who are having difficulty learning or find it hard to relate to others, have a smooth transition to school?**

The following survey was carried out individually with Year 1.2.3.6.8. students at my school.

<b>SWOT ANALYSIS FOR PERSONALISING LEARNING Year 1,2,3,6,8-Term 3 3013</b>						
ROOM:	YEAR:	AGE:		BOY / GIRL		
	QUESTION	YES	NO	NR	WHY? WHO? HOW?	OTHER RESPONSE
1	Do you like coming to school?					
2	Do you have many friends you like to work with in class?					
3	Do you have friends you like to play with at school?					
4	Do you enjoy learning?					
5	Are you good at learning?					
6	How do you know?					
7	Does your teacher help you if you get stuck?					
8	Are you always encouraged to improve your learning?					
9	Does your teacher like to listen to your ideas?					
10	Does your teacher sometimes let you choose which work you do?					
11	Does your teacher sometimes let you choose who you work with?					



Some interesting findings

Do you have many friends you like to work with in class?

10/13 students not chosen by anyone, did not start school at Rahotu

Only 4/16 highest polling didn't start school at Rahotu

Do you have friends you like to play with at school?

10/12 students not chosen by anyone did not start school at Rahotu

3/15 of the highest polling students didn't start school at Rahotu

Of the 9 Junior students not chosen by anyone as a friend 6 had not attended an early childhood Centre. Of the 10 children chosen by a few children as a friend all had attended an ECC for 1-5 years.

Conclusion: We must set up a Transition programme for students coming in from different schools. We are a rural school so often have changes on the 1<sup>st</sup> June and throughout the year

**7. How can we use the information in the child's profile book to make them feel they belong and other children get to know them well?**

Parents will be asked to bring their child's Early Childhood profile book (or a copy) when they begin school. The Teacher will keep each child's book in the classroom. Children and the teacher will use these portfolios as a way to strengthen relationships, and as a tool to get to know the child. They will also become a useful literacy artefact. The children can just access them there whenever they want to. Conversations comparing their experiences will be encouraged because they are from different early childhood centres. They will also be used as a prompt for oral language. Perhaps if the new child hasn't bought something to show we might use a favourite page out of their book and they tell us what's happening. The class teacher will also use them to look through to get an idea of what that child's strengths and interests are.

A learning story will be written for each child when they start school, in that first month to six weeks. It will include how they are settling into school and how they're becoming familiar with class routines, showing them how they're socialising with others. A photo of the child interacting and getting involved will be included.

### **Conclusion:**

“One way does not suit all”- it is important to recognise this with each individual student but also what suits each ECE Centre when it comes to transition. It is very important that transition is smooth and each child feels, safe, secure and empowered. And above all good relationships are established between the child, teacher, parents/caregivers and other students so learning takes place.

I look forward to seeing the results of our school's improved Transition Programme that really involves the whole family and which does not stop once the child enters school. This programme needs to be constantly re-visited and evaluated within our local context.

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5. *Peters Sally-Literature review: Transition from Early Childhood Education to School-Report to MOE*
6. *Ebner Sarah- The Starting School Survival Guide 2011 ISBN 978 1 90541 087 3*
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*Web –sites with relevant information*

[www.minedu.govt.nz/parents](http://www.minedu.govt.nz/parents)

*-Starting School*

*-Early Childhood education attendance record*

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**Attachments: Information sheets**

- *About the well child*
- *Buddy System.*
- *Getting ready to enrol pamphlet*
- *Immunisation Information*
- *Lines of direction of learning*
- *Parent Interview*
- *Parent/School Understanding*
- *I am 4 Pamphlet*