Transition Policy

Rationale

Every opportunity will be taken to prepare the child for as smooth an entry into the formal education system as is possible by incorporating within the program all aspects that will facilitate a simplistic transition from one situation to the other. By fostering a partnership between the surrounding schools and the Farmhouse Montessori School, it is hoped to provide the child with complimentary learning environments.

The Montessori environment encourages in the child many aspects that will assist in the preparation of the child in his/her transition to primary school as part of its own learning program. However, there may be particular aspects that the child can be prepared for that are different to the procedures that he/she has been used to.

Purpose

Effective transition practices have as their base, a commitment to building secure, respectful and reciprocal relationships. One outcome of such relationships is that all participants regard themselves, and other participants, as valued members of the school community. (Dockett & Perry, 2001)

Our Service aims to liaise with local schools to develop a smooth and comprehensive transition to school for all children. We will support children and families by strengthening the development and delivery of transition programs and provide a shared understanding between our Service and local primary schools about what is important for children and their families during the transition to school process.

We believe it is vital to enhance children's social and emotional development to ensure a successful transition to school.   By developing these skills and abilities and promoting their creativity and individuality, we promote children's ability to become confident and successful learners.

Implementation procedures

Preparing children for their move from one group to the next or from childcare to school will help them to settle in easier as they will have more of an idea of what to expect - reducing the fear that the unknown creates. Through an effective transition process, each child will feel confident in being safe, secure and supported within its new environment.

When deciding whether a child is ready to progress in programs, his/her age, development and social/emotional wellbeing will be considered. This decision will be made in collaboration with families to meet the needs of each individual child. A position will need to be available in the new room before a child can move up.

Children who are preparing for school will be involved in school readiness programs
Any child who would like to be involved in this program will also be made welcome. The aim of this program is to transition children knowing:

- Children who have a positive start to school are likely to participate fully in learning and therefore experience academic and social success. Transition to School Programs can assist in achieving this positive start to school.
- Early childhood experiences are vital for children's brain development. A quality Transition to School Program continues children's development and learning, building resilience at this key life cycle transition point for school and life generally.

It is important in a Transition to School Program to focus on children's strengths, abilities and achievements. Sometimes we can focus too much on what children cannot do before they start school.
A sensitive early childhood Transition to School Program requires acceptance of individual differences in children and a commitment to support the uniqueness of each child.

Transition to school program will occur:

Throughout the day, planned experiences will be available at all times that support and scaffold the children's ideas, interests, culture, knowledge and abilities. Such activities build on children's strengths and also develop areas that require further assistance.

Information Evenings are to be held for families of children in the Kindergarten room to communicate important information regarding their child's transition into school..

Parent/Teacher Interviews and meetings will be held throughout the year to discuss each child's needs and development. Educators will work in collaboration with families to reach goals and ensure a smooth and beneficial transition for their child into school.

Transition to School Brochures, Books and DVDs will be freely available in parent library at the School.

Educators will need to liaise with schools on an individual basis for children with additional needs. This must be done in Term 4 and in consultation with the parents.

On all occasions in regards to sharing information with families, the School will stress the importance of social and emotional preparation, independence and maturity rather than the traditional view of 'school readiness' (Reading, writing and etc.)

Transition to school statements' must be written for children who are leaving the School, which can be taken to school so that the school teacher will have an insight into the child's present development and interests.

- Children with additional needs will be made known to the school they are planning on attending only with the parent's permission, with the intention to work towards creating the smoothest transition to school possible for the child, family and school.
- Educators and families will work in partnership to ensure that the transition is smooth and comfortable for the child, family and staff.
- Educators and families will use the orientation process as an opportunity to set goals, discuss preferred outcomes, solidify continuity between practices at home and the School and establish a healthy and productive line of communication.

Transition during the school year from the toddler room

1. As the 2 year old child approaches their 3rd birthday the directress of the Toddler Room, in conjunction with the Principal of the school, evaluates the child's development and readiness to move into the 3 to 6 year old classroom.
2. Each child is looked at as an individual with specific needs and abilities and this helps the teachers to make a decision about when and how the child will begin the transition to the next classroom.
3. A number of external considerations are also taken into account to ensure that the transition of the child is as smooth a process as possible. Considerations would include:
    - the date of birth of the child,
    - school closures and holidays periods,
    - the ratio of boys to girls in the new class,
    - the availability of a place in the new classroom,
    - any relevant Council decisions on the matter.

These are some but not all external considerations that would be taken into account. The final decision rests with the Director of the school who is available for discussion should this be required.

4. It is important for parents or caregivers to note that since each child is an individual we can only give an overview of how transition will most likely occur in most cases. Some children are happy to move over in a matter of days while others need many more visits to their new class before they feel confident to move. Some children like to come back to their old class to say hello while others do not.   The feelings and emotions of the child are also considered.

Overview of transition process in the majority of cases –

If it has been decided by the teacher, in conjunction with the Principal, that it is time to begin transition of the child then that child will initially be taken, with their existing teacher, on short introductory visits to get to know the new class, teachers and children at the Nth Balgowlah campus, at a time decided to be appropriate by the teachers. The child may be left with the new teacher to spend some time in the new class. In most cases there will be a few of these short visits until one day the teachers will decide that the child should be encouraged to go directly to their new classroom in the morning. Unless the child requests to go back to their old classroom or is unhappy or it is decided to be in the best interests of the child, the child will then remain in the new classroom.   The teachers will keep parents informed so that they are aware of a change in arrangement for their child's morning.

Parents are encouraged to be optimistic but not too "over the top" in their discussions about this transition for the child. A "matter-of-fact" approach seems to work well for the majority of children.

Parents are advised that occasionally children want to come back to the Toddler room at drop off time some mornings and that is alright. During the morning the Toddler room teacher will encourage the child to go back to the new classroom to see what is happening in that room.

It is important to remember that transition is different for every child and not to feel irritated or upset if your child doesn't transition in the "perfect" way. There is no "perfect way" and each child does it when they are ready.

There are sometimes instances where the child is not able to move into the 3 to 6 year old class at around the time of his/her 3rd birthday. Should this be the case for whatever reason then consideration is given to continuing to provide the 3 year old in the Toddler class with work and materials that are suitable for their developmental level and which continue to challenge the young child. Where possible the child may be allowed to visit the new room for a period of time during a morning.

Parents are encouraged to make a time to meet with the teacher or with the Principal of the school to clarify any issues that they may have about the transition period.

Transition at the beginning of the school year from the toddler room to the 3-6 room

Depending on a child's birthday they may be offered a place in the 3 – 6 room to start at the beginning of the school year at the Farmhouse Montessori Nth Balgowlah Campus.

For this child they would receive a starting date in their documentation and would be expected to begin the school year on that date. This date is ordinarily any time from about a week after the official start of the school year to possibly a few weeks into the school year. The intake of new children into the 3 – 6 classrooms is staggered so that each new child has a period where the teacher can spend time introducing the child to a few new materials and begin building up a repertoire of work. . This time also allows the teacher to begin to form a relationship with the child and support the child in their new environment.

The child may come for a shorter period during the first few mornings and the Directress in the room will advise the parents about collection time for the child.

Transition to primary school from another Montessori Campus

Several local Montessori schools (Karuna, Headland, Joy Cain) are aware that Farmhouse Montessori provides Cycle 2 and 3 Montessori education and if spaces are available, transitions may be possible. Transitions between external Montessori schools will take place under the following circumstances:

- When a child is deemed ready (socially, academically, physically, and emotionally) by the staff at the above Montessori schools, the admin team will alert the principal of Farmhouse via email. Listing child's name and age.
- Farmhouse will then adhere to the enrolment policy within its organisation and advise the school if and when a space is available.
- Upon space being available, the school in question will write (Consent required) to the parents of the transitioning child of an upcoming observation from a teacher at Farmhouse Montessori.
- An observation/meeting will then be scheduled at the campus of the proposed student. Documentation and reporting will be discussed and shared between both directors.
- Upon approval from parents, directors and both school leaders, a series of visits will be arranged.
- Three Thursdays in a row during morning work cycle will be arranged before the child is ready to fully transition to Farmhouse (Stage 2)
- All paperwork will be handed over, regarding the child and the move will take place.

Management will:

- Establish strategies across our Service to ensure there is continuity of learning when children transition to school.
- Advocate for 'Ready' by ensuring schools are ready for our children to transition into their environment.
- Discuss expectations with families for their child as they prepare to transition to Primary school.
- Be flexible and ensure transition programs are tailored to the specific needs of all children in our Service
- Work in partnership with families to ensure children's transition to school is positive, informed, and enhances individual development

Educators will:

- Incorporate transition to school into the daily program by encouraging children to think and talk about school by exploring various elements of primary school
- Talk with children about starting school, respecting any concerns and communicating these to families.
- Ensure children are active participants in their transition to school.
- Communicate with families to ensure we meet the requirements of the individual strengths and needs of all children and families.
- Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.
- Develop a program to ensure a smooth transition for children from the education and care environment to the school environment. The program requires both parent and educator support for the child. This cooperation will ensure the best possible environment for children's transition

Transition To School Statement: NSW Department Of Education (Doe)

The NSW Transition to School Statement (Department of Education) is a practical and simple tool designed to enable information to be shared between families, early childhood services and schools.

The Statement is completed by the child's early childhood educator in cooperation with the family. All information is provided voluntarily. The Statement is communicated to the child's intended school where it provides the school and teachers with information they can use in planning and preparing for the child's arrival and transition into the new learning environment.

Use of the statement is optional. Our School, in collaboration with the family will make the decision about whether to prepare a statement, and the family will choose whether to make it available to the child's intended school and teacher.

School Interaction

Every effort will be made to visit and keep in close contact with neighbouring primary schools to ensure good relationships and keep in contact with the needs for the child entering that school.

Staff at neighbouring schools will be invited to attend parent education evenings as well as information sessions on the Montessori philosophy and program.

Wherever possible children will make preliminary visits to their next school in the last school month of the previous year and intended teachers are invited to visit the children in their familiar location at the Farmhouse.

At the end of the child's time at the school, a letter will be issued to the parents which could be presented to the next teacher to assist with developmental records and programming at that school.

During the final quarter of the year the older children will be encouraged to familiarise themselves with some common routine practices such as:

- making a line of children to walk from one place to another
- opening lunches in plastic wrap or plastic containers
- passing on notes or messages to their parents
- requesting permission to leave the room to visit the toilet

This is for children that will not be continuing on in the Montessori system.

Parent Education

An education session will be held towards the end of the year to assist parents with information regarding their school where possible as well as assisting parents prepare for the changes the child and parent will be going through. Information could include-

- nutritious sandwich filling and other ideas for lunches for the children
- best methods for ensuring food is kept hygienic and minimising possibility of bacterial contamination
- best methods for wrapping food
- appropriate clothing if necessary
- ways to assist the child enter the new school with confidence
- best ways to indicate to a child the time of the transition to the new school
- minimising the pressure on the child about the change about to occur

For Children with Additional Needs

If a child with a disability or significant difficulty with learning or behaviour is identified, a discussion with the parents is held from 6-18months before the child is to enter primary school regarding referral to the transition program.

An early learning support team may be organised to work on programs to assist the child with the development of skills and knowledge for the transition to primary school. The team would consist of the educational consultant, the parents, present teaching staff working with the child at the school, intended staff of the primary school and any specialist working with the child. This team would meet on a regular basis to discuss the development of the child and programs to assist in the child's development.

Source

- Education and Care Schools National Regulation 2015

- Early Years Learning Framework
- http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parentguide/transitioning-to-school
- NSW Government – Department of Education and Community Services
- http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/funding/funding-projects/transition-to-school
- Transition to School Resource:
- http://www.transitiontoschoolresource.org.au/tts-content/considering-when-to-start-school
- Transition to School: Position Statement (Educational Transitions and Change (ETC) Research Group, 2011).
- Revised National Quality Standard.

Policy Reviewed	Modifications	Next Review Date

August 2017	Major changes made to policy, identifying varying aspects of transitioning children to school and discussing with families if a child is not ready to start formal schooling.	August 2018
August 2018	Updated references to comply with the revised national quality standard. New Logo Added	October 2019
November 2018	Updated to include Other Montessori School section	November 2019
Feb 2019	Appendix added	Feb 2020

Appendix 1
Checklist for children transitioning from stage 1 –Language-3-6

Name:		Date of transition: Term_____3_____ Year____2019_____
Teacher:		Class:

This checklist is created from the lessons presented in the Stage 1 Montessori curriculum. This information is to provide the cycle 2 teacher with a summary of the work done by each transitioning child from the cycle 1 classroom. Information should be based on observation and informal assessment to give an indication of what information and skills has been achieved by the child so far.

Spoken Language:	Notes	Date/Observations/Comments
Communication:	Does the child communicate effectively with peers and adults in the environment? Give details.	
Speech:	Does the child speak clearly? Are there any delays in speech? If so, has this been communicated to the parents? Is there external intervention? Give details.	
Orientation game: listen and do.	Can the child follow directions? How many directions can be executed at one time? How many step instructions can the child handle (e.g. 2 step, 3 step)?	
Objects in the environment:	Can the child identify material in the environment and give correct names?	
Oral preparation for the function of words:	Has the child had the oral preparation of the adjective, adverb, noun gender, singular and plural? Give details.	
Classified cards:	With what subjects in the area of classification has the child worked? Give details.	Social:

		Scientific and Cultural:
Conversation:	Is the child able to talk about a picture from the cultural folders/ art folders or on the wall? Give details. Can the child have a general conversation?	
Sound game: initial sound	Can the child identify the initial or first sound in a word? Give details.	
Sound game: last sound	Can the child identify the end or last sound in a word? Give details.	
Sound game: middle sound	Can the child identify the middle sound in a word? Give details.	
Writing	**Notes**	**Date/Observations/Comments**
Letter recognition: lower case	Does the child recognise all the lower case letters of the alphabet? Name of letter, sound it makes and symbol. If not which ones do they not know yet? Can they say them in order?	
Letter recognition: upper case	Do the children recognise all the upper case letters in the alphabet? Name of letter, sound it makes and symbol. If not which ones do they not know yet? Can they say them in order?	

Letter positions: lined mats or boards.	Can the child place all the movable alphabet letters in the correct position on the lined board or mat? If not which ones do they not know?	.
Movable alphabet:	Does the child use a movable alphabet? If they do how do they use it? Does the child create individual words, short phrases, short sentences or short paragraphs?	
Handwriting: chalkboards	Has the child used the chalkboards? Which ones? Give details.	
Handwriting: Lined Paper	Has the child used lined or shaded paper? Are the letters in the correct position within the lines? Give details.	
Letter Formation:	Does the child know where the individual letters begin and the direction the pencil moves? Which ones do they **not** know? Do they write in print or cursive? Provide a sample using the paper provided at the back of the checklist.	
Handwriting: Pencil grip	Is the child using the correct pencil grip and correct posture when writing?	
Name:	Can the children write their own name?	

Finished work:	Where does the child store their finished work? Does the child take care when finishing the work chosen?	
Sentences	Can the child write individual words, simple sentences or paragraphs using the movable alphabet or directly onto paper? Give details.	
Spelling	Has the child been introduced to correct spelling through the movable alphabet (older child)?	
Reading	**Notes**	**Observations/Comments**
Phonetic reading	Can the child read phonetic words? How many letters? Give details.	
Phonograms: are they able to recognise and read words with the following phonograms?	Does the child recognise the following phonograms? Can they make words using these blends? Give details on the material they have been using? Do they know how to make booklets or lists etc? How do they represent this information? Do they give each other spelling quizzes?	
	sh	
	ch	
	th	
	ee	
	i_e	

	oa	
	ea	
	or	
	oo	
	ai	
	a_e	
	ow	
	er	
	qu	
	y	
	ay	
	e	
	o_e	
	ph	
	ar	
	aw	
	qu	
Puzzle or Sight words:	Which list is the child on? How often does the child work with these lists? Can they successfully use any of these in their writing? Give details.	
Reading classification:	Are the children able to read the hand written or pre-made classification cards? Have they been presented the three part cards and booklets? Give details.	

Function of Words	Notes	Observations/Comments
Noun	Can the child identify the noun in a simple phrase? Do they know the symbol?	

Article:	Can the child use the appropriate article to label one particular object 'the' or one of many 'a' or 'an'?	
Adjective:	Can the child identify the adjective in a simple phrase? Can he use the appropriate symbol for this?	
Logical adjective game:	Can the child use appropriate adjectives with nouns? Give details.	
Detective adjective game:	Can the child use the adjectives to identify the correct triangle described? Give details.	
Conjunction:	Can the child identify the conjunction on a written slip? Can they identify the correct symbol to use? Give details.	
Preposition:	Can the child identify the preposition on a written slip? Can they identify the correct symbol to use? Give details.	

Verbs	Can the child identify the verbs in a simple sentence? Can they identify the verbs that have a continuous and definite ending, tenses, observable versus non-observable and exterior and interior verbs? Give details on the work the child has done in this area?	
Adverb:	Can the child identify the adverb on a written slip? Can they identify the correct symbol to use? Give details.	
Logical Adverb game:	Can the child match adverbs with the verbs in the logical adverb game?	
Continuous commands:	Can the child successfully complete the work in the continuous commands exercises: Two actions; two actions-one object; and two actions –two objects.	
Word Study	**Notes**	**Observations/Comments**
Compound words	Has the child done the work with compound words? What is their understanding?	
Singular and Plural	Has the child done the work with singular and plural words? What is their understanding?	

Homonyms	Has the child done the work with homonyms? What is their understanding?	
Positives, comparative and superlatives:	Has the child done the work with positives, comparatives and superlatives? Can they use these concepts with the sensorial material?	
Additional work:	Has the child been introduced to contractions, antonyms, synonyms, collective nouns, prefixes and suffixes?	

Reading Analysis	Notes	Observations/Comments
Hunting the subject:	Has the child had the initial presentations in reading analysis? • 1 subject, 2 verbs? • 2 subjects, 2 verbs? Give details.	
Hunting the object:	• 1 subject, 1 verb and 1 direct object? • 1 subject, 1 verb and 2 direct objects? • 2 subject, 2 verb and 2 direct objects?	
Hunting the object, Pronoun:	• 2 subjects, 2 verbs and 2 direct objects.	
Punctuation:	Can the child use full stops, capital letters and commas when writing?	

Simple sentences:	Can the child identify the subject, verb and object in a simple sentence?	
Simple sentences with extensions:	Has the child been presented with the work in reading analysis identifying subject, verb and object with adverbial extensions?	
Simple sentences with indirect object:	Can the child identify the subject, verb, direct object and indirect object in a simple sentence?	
Simple sentences with appositives:	Can the child identify the subject, verb, direct object, indirect object and the adjectival phrase in a simple sentence?	
Work Cycle:	Observations/Comments	
Work Habits:	Describe the child's work habits. Does the child undertake follow up work after the initial presentation? Does the child select work from the language area independently? Give details.	

Alphabet letter formation: lower and upper case letters (or sky, grass, dirt paper)

Appendix 2
Checklist for Child Transitioning from Stage 1-Maths 3-6

Name:		Date of transition:
Teacher:		Class:
Maths	Notes	Observations/Comments
Group 1 - Numbers 0-9		
Number recognition (0-9): written Symbol	Does the child recognise the symbols for numbers 0-9? Can he/she sort them in order if they are placed randomly? Can the child write the numbers?	
Number recognition (0-9): quantity	Does the child recognise the quantity for numbers 1-9?	
Number recognition (11-19): written symbol	Does the child recognise the symbols for numbers 11-19? Can the child write the numbers?	
Number recognition (11-19): quantity	Does the child recognise the quantity for numbers 11-19?	
Number sequence: odds and evens.	Can the child sequence the numbers 1-10 in order and recognise there are odds and even numbers?	
Group 2 – Decimal System (presentations with golden beads)		
Decimal system: beads	Can the child recognise the categories using the golden bead material? Can he/she identify the units, tens, hundreds and thousands and read the number appropriately?	

Decimal system: cards	Can the child recognise the categories using the cards? Can he/she identify the units, tens, hundreds and thousands and read the number appropriately?	
Decimal system: quantity represented with beads and cards	Can the child make and read numbers up 4 digits using cards and beads? Can the child write the numbers?	
Addition: static	Does the child understand the concept of addition and recognise the symbol used in this operation? Can the child add two four digit numbers without any exchanging?	
Changing Exercise using the beads.	Does the child understand that ten of each category is equivalent to one of the category above?	
Addition: Dynamic (Collective exercises, stamp game, dot game)	Can the child add 2 four-digit numbers with exchanging?	
Subtraction: static (Collective exercises, stamp game)	Does the child understand the concept of subtraction and recognise the symbol used in this operation? Can the child subtract two four digit numbers without any exchanging?	
Subtraction: Dynamic (Collective exercises, stamp game)	Can the child subtract 2 four-digit numbers with exchanging?	

Multiplication: (Collective exercises, stamp game)	Does the child understand the concept of multiplication and recognise the symbol used in this operation? Does the child recognise that the process of multiplication is the addition of equal quantities?	
Division: (Collective exercises, stamp game)	Does the child understand that the process of division is a process of sharing equally?	
Word problems:	Has the child been introduced to simple word problems using the operations? Which ones?	
Group 3 – Teens, Tens, Linear and Skip Counting		
Teens: Quantity and number	Can the child identify the teen numbers in quantity and symbol?	
Tens: Quantity and number	Can the child identify the numbers in tens quantity and symbol?	
Linear Counting:	Can the child count the hundred and thousand chain? Can he/she count in tens?	

Skip Counting: Chains	Can the child skip count by 2,3,4,5,6,7,8 or 9?	
Group 4 – Memorisation		
Making ten: (Snake game, Addition Strip Board)	Can the child make numbers up to ten using combinations?	
Memorisation: Addition maths facts (Addition Charts)	Where is the child up to in memorising addition facts? What strategies have they used? How often do they use this material?	
Subtraction: (Snake Game, Subtraction Strip Board)	Has the child practiced in a sensorial manner the essential subtraction combinations?	
Memorisation: subtraction maths facts (Subtraction charts)	Where is the child up to in memorising subtraction facts? What strategies have they used? How often do they use this material?	
Multiplication:	Has the child been introduced to multiplication with the bead material?	

Memorisation: multiplication facts (Multiplication Board and the Multiplication Charts)	Where is the child up to in memorising multiplication facts? What strategies have they used? How often do they use this material?	
Memorisation: division facts (Unit Division Board and the Division Charts)	Where is the child up to in memorising division facts? What strategies have they used? How often do they use this material?	
Group 5 – Passage to abstraction		
Small Bead frame: Counting and notation	Can the child read and make numbers on the small bead frame?	
Small Bead frame: Addition and subtraction	Can the child complete the operations in addition and subtraction using the small bead frame? (Static and dynamic)	
Hierarchical material (Not in any of the environments)	To introduce the quantities and symbols up to 1 million.	
Large Bead Frame (Not in any of the environments)	To perform the operations of addition, subtraction and one digit multiplication (larger numbers using more categories).	

Division with the racks and tubes Short division	To introduce the child to unit division.	
Group 6 – Fractions numbers less than 1		
Fractions	Has the child been presented with the fraction materials: including the presentations in design, naming the denominator, naming the numerator, fraction substitution and simple operations and been introduced to halves	
Work Cycle and General Comments –		