

School Transition



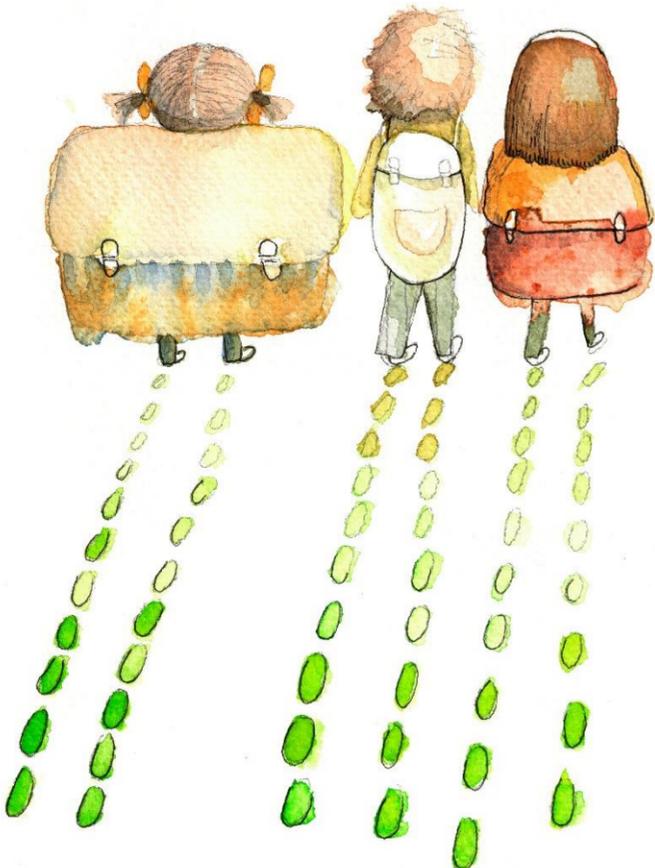
Holistic Approach Family Day Care value the journey from care to formal schooling. During a child's pre-school year, Educators set goals and plan experiences to assist the transition.

Love of learning

Throughout their time at Family Day Care, children will participate in activities and experiences that will support their desire to learn. As children learn best when they are interested and engaged, Educators will use the children interests as the basis of their program. Educators will use strategies to encourage the children's curiosity, creativity, and enthusiasm. Educators will celebrate the children's achievements and guide them to accomplish their goals. Exposing the children to all areas of the curriculum including literacy, numeracy, science, the arts, gross motor and fine motor, will open many learning opportunities. Many activities will be play based and learning will occur through stories and songs.

Participating in group time

Educators routinely spend time engaging with children in 'group time' or 'circle time'. This involves singing, musical instruments, movement, stories, conversations, and group games. This not only helps their social skills and focus but also allows for opportunities for intentional teaching. Educators will get to know individual children and support them while they build their confidence in group situations. Singing, dancing and listening to stories at home will support this too.



Familiarisation with Schools and Teachers

Where possible, Educators will take all children for pickups and drop offs of older children in their care, as well as special events such as assemblies and sports carnivals. They will use these opportunities to talk to all children about the buildings, playgrounds, classrooms, and routines. Educators will introduce children to the teachers, Principal, crossing guard, specialty teachers and school staff. Even if children are not attending that school, being involved in the school community at an early age will help them feel comfortable and confident in many settings and environments.

Understanding Emotions

Becoming strong in their emotional wellbeing, is a gradual process for pre-school children. Children learn to understand different feelings and different ways to express them through role modelling from Educators and their peers, then practice them through role play. They learn to read the behaviours of others and begin to respond in appropriate ways. Educators help to build children's self-esteem and self-confidence. They will help them to accept change and adapt to new situations.

Name Recognition

Educators will spend time working with children to recognise their own name. This is an important skill to help them identify their own belongings. It also leads to being able to write their own name. Educators will plan activities to develop and interest in drawing and writing, strengthening hands ready for writing, and help to recognise the shapes and sounds of letters. Educators will as encourage children to write their name on their work.

Social Skills

At Family Day Care, Educators allow many opportunities for practicing social skills during group activities and free play in thoughtfully and intentionally planned environments. Children practice sharing, conversation skills, acceptance of other's opinions, reading other's behaviours, respecting diversity, becoming aware of fairness, negotiating roles, showing concern for others, becoming aware of the needs of others, and expressing their own opinions.

Problem Solving

Persistence and positive problem-solving skills will support children in many areas of their lives. Helping them to accept when things don't go right is one of the first steps. Educators will implement experiences and activities in their program which will allow children to challenge themselves and make mistakes. They will encourage their thinking and support them to have the attitude of 'I can' and 'Keep trying'.

Attention span and focus

Having the motivation to be able to follow through until an experience is complete will be helpful but the length of time for individual children will vary. It is not a necessity to be able to spend long periods of time sitting still but Educators will encourage children to practice focusing on tasks and extending their attention span through exciting and engaging activities.

Meal times

Eating times at school are often busier and require more focus. In the months leading up to school transition, Educators will encourage children to make healthy choices, satisfy their hunger and thirst while keeping enough food for the day, how to open containers and packages by themselves, keep their eating area tidy and pack up their own lunch boxes, and eat their own food (this is particularly important regarding allergies). Educators will have meals with the children and role model manners and efficient eating.

Organisation Skills

Packing their own bag ready for school and at the end of the school day, and keeping track of their own belongings is a skill that will build and help children throughout their life. Educators will allow children time to practice these skills. Families can support this too by encouraging the children to help with packing their lunch and their belongings for the day. Consider packing the night before and having everything laid out ready to go. This will reduce the time management stress that often occurs during the morning rush.

Self-Help and Hygiene

Caring for themselves, including recognising their own physical needs, is an important skill to begin developing before starting formal schooling. Educators will encourage children to practice their independence with putting on their jumpers, shoes, coats and hats during normal routine times, and will also use activities such as dress ups to practice the skills needed. Most children are on their way to independently using the toilet in preparation for school. Working in a partnership with families, Educators will assist children to competently use the toilet, use toilet paper, flush, and wash their hands. They will also role model and reinforce positive cough and sneeze etiquette, as well as practice using and appropriately disposing tissues.

Following instructions

Following directions and simple instructions involves developing children's listening and processing skills. This is something that is practiced from a young age, and is practiced continuously. Children love to please so giving them simple 'jobs' to do and praising their efforts will encourage them to follow all instructions. Educators understand that children require short, precise instructions before they move on to multiple steps. Games such as 'Simon Says' and 'Red Light, Green Light', and songs with movement instructions are used by Educators to encourage these behaviours.

Respecting our environment and resources

A great skill to develop for positive community participation is showing respect for other people's property, this also includes our direct and extended environments. Educators will model and encourage taking care of resources, being gentle and packing up to help children learn these skills. Educators will also inspire children to show respect for the environment through sustainable practices.