



PELORUS COMMUNITY PRESCHOOL

Transition to Paua Room

Education [Early Childhood Services] Regulations 2008 (and its Amendments):

Regulation 43

Licensing Criteria for Early Childhood Education and Care Centres 2008:

Criterion C1, C2, C3, C4

Rationale

To provide a positive and inclusive transition for children and their whanau and caregivers, to Paua room.

Purpose

To ensure the transition is smooth and predictable for children and their whanau with continuing support from the whanau teacher for the transitioning child.

Policy

As children learn and develop in the Pipi room their whanau teacher will assess where their learning is at in terms of being ready to enter a more structured learning environment. PCP operates as one big whanau where everyone interacts and joins together on a regular basis. This means the Pipi room children interact with the children and teachers in the Paua room on a weekly basis so they are familiar with the Paua room. When it is time to move up to the Paua room the transition process will begin.

Procedures

- When the whanau teacher feels that the child is ready to make the move up into the Paua room the whanau will be consulted with and a time frame and date for the transition process will be set.
- A letter with information regarding the transition will also be given to whanau when a date for the transition process has been set.
- The child will be introduced to the Paua room on a regular basis. The whanau teacher will support and spend time with the child during their visits.
- Close communication will be maintained during the transition process with both whanau teachers (from the Pipi room and Paua room) and whanau.
- As the child's transition date approaches in collaboration with whanau, a decision will be made whether it is an appropriate time for the child to move permanently or whether more time is required for the transition process.

Reviewed: January 2017

Review Date: January 2019