



Internal Transition Policy

Internal Transition Between the Rooms

Rational

At Little Feet Childcare centre, we aim to ensure that transition from one room to another is as smooth as possible for the children and their families. In order to minimise any distress that may be caused by the process of transition, we will consider implementing the following:

Procedures

- Transitions will be handled sensitively and at a pace the child can cope with.
- It is vital that there is positive and clear communication between teachers, parents, and individual children during times of transition between rooms for children to avoid feelings of anxiety.
- Before a child's transition, inform the educators one-month prior notice such as the likelihood and timing of any space becoming available.
- Written information to accompany the child when they make their transition includes: A recently filled out 'All About Me' form, the child's name, portfolio, allergies, medications, sleep time patterns, comforters, food preferences and eating habits, interests, toileting, language etc.
- Relevant information about the child, individual and group routines are exchanged between the new and existing teachers. This may include child's confidential notes like custody arrangements and/or health details such as an emergency action plan and medication.
- Existing teachers to fill out the questionnaire form and hand it over to the new teachers. (*refer to Appendix 2*)
- Parents are notified through the letter and kept informed about the formality of the transition. (*refer to Appendix 1*)
- Parents are also introduced with the teaching team members of the _____ room with their new daily routines (*refer to Appendix 3*).
- Transitioning will be based on the availability of spaces, fully toilet trained children (Pukeko Room) and with the consultation of parents.

- Whenever possible, for unsettled child the first visit will include a teacher swap to keep a familiar teacher in the new room.
- In preparation for a transition, teachers support children for success in the child's new environment by planning several transition visits within a week.

(One Week prior to the movement)

Day 1 – Your child will stay in the _____ Room in the morning for 1 – 2 hours

Day 2 – Your child will stay in the _____ Room in the morning till lunch then back to their original room

Day 3 – Your child will stay in the _____ Room in the morning, lunch and sleep then back to their original room

Day 4 – Your child will stay in the _____ Room in the morning, lunch, sleep, and afternoon tea then back to their original room

Day 5 – Your child will spend the entire day in the _____ Room and can visit old friends on occasion where appropriate.

Appendix 1



Little Feet Childcare Centre

"We care for your child"

Transition to _____ Room

Date: _____

Dear _____

Your child _____ has shown signs that he is ready for transition to the Room. Before this happens, we would like to take the time to explain how this will occur.

One week prior for your child to start their new journey in a _____ room, we propose that the following transition process will happen.

Day 1 – Your child will stay in the _____ Room in the morning between 1 – 2 hours

Day 2 – Your child will stay in the _____ Room in the morning till lunch then back to his/her original room

Day 3 – Your child will stay in the _____ Room in the morning, lunch and sleep then back to his/her original room

Day 4 – Your child will stay in the _____ Room in the morning, lunch, sleep, and afternoon tea then back to his/her original room

Day 5 - Your child will spend the entire day in the _____ Room and can visit old friends on occasion where appropriate.

Please also find the attached copy of the Pukeko room team members and the routines.

Please feel free to discuss any issues or preference for your child.

Kind Regards

Pukeko Team

Little feet Childcare centre

Appendix 2

Existing Teachers Questionnaires:

1. Do you have any specific skills for the child that you want us to support in his/her transition to our room?

2. What is the child's interest or something that he / she enjoy doing?

3. Does the child have something special that will help him / her settle in the new room?

4. Does the child have any allergies or medication that we should be aware of?

5. Any food preferences of the child? (Halal, vegetarian only etc.)

6. Any sleep preferences of the child? (cuddly, 1-2 hours' sleep etc.)

7. How is the child's toilet training?

8. Any other information about the child that you want to share with us?

Thank you

Team

Educator Sign

Date

Appendix 3

Kia Ora, Hello, Talofa Lava, Malo e Lelei, Namaste, Bula, Kia Orana, Ni Hao, Ayubowan, Kumusta, As-salamu alaikum

Greetings to you all!

We would like to introduce you to the Pukeko Teaching Team



Priya Chand



**Wanlapa
Arorothayan**



**Satendra
Kumar**



Nonita Mellsop

This is how our day in the-----Room goes.

| | |
|--------------------------|---|
| 7:30AM - 9:20AM | Settling in time, Planned Activities, Free Play |
| 9:20AM - 9:30AM | Tidy Up Time |
| 9:30AM - 9:45AM | Morning Mat Time |
| 9:45AM - 10:15AM | Hand Washing / Morning Tea |
| 10:15AM - 10:35AM | Transition to school program/ Planned activities |
| 10:35AM - 11:10AM | Free Play |
| 11:10AM - 11:15PM | Tidy up - outdoors/indoors |
| 11:15PM - 11:30PM | Mat time activities |
| 11:30PM - 12:10PM | Lunch |

| | |
|-------------------------|--|
| 12:10PM - 1:45PM | Rest/sleep/Quite Activities |
| 1:45PM - 2:00PM | Dressing up |
| 2:00PM - 2:30PM | Inside / Outside Free Play Time |
| 2.30 – 3.00PM | Afternoon Tea |
| 3.00 – 5.30PM | Free Play/Tidy up/Late snack |
| 5.30PM | Centre Closes |