Transition Policy

Rational:

To ensure that the transition for each child from Home to Preschool, within the Preschool and from Preschool to School are planned, supported and handled sensitively for all tamariki and their whānau.

Objective:

To provide well managed consistent, responsive and supportive transition practices that promote the wellbeing, belonging and confidence of tamariki and their whānau as they transition into Preschool, between rooms within the Preschool, and from Preschool to School.

Our transition procedures are guided by the Ministry of Educations Ngā ara ako, whakawhitinga hoki- Pathways and transitions document which acknowledge the 4 principles pertaining to Te Whāriki:

Whakamana/Empowerment: We believe in fostering a transition process which supports wellbeing and empowers new experiences within stimulating and challenging environments. We value, respect and embrace what whānau and tamariki bring to their new setting.

Whānau Tangata/Family and Community: We will support a collective and collaborative transition process which prioritises partnership between tamariki, whānau and kaiako. We will take time to explore the aspirations and cultural values of all tamariki and their whānau.

Kotahitanga/Holistic Development: We will foster the holistic nature for all tamariki, and find out their individual needs as part of a successful transition process.

Ngā Hononga/Relationships: Authentic, reciprocal and trusting relationships will be built with all children and their whānau during transition procedures.

Policy:

Transition from Home to Preschool

1. Before tamariki can attend the Preschool, they must undertake pre-entry visits, during which they will be supported to become familiar with the kaiako, routines and environment of the Preschool and to adjust to separation from their parent(s) or primary caregiver.
2. On confirmation of a start date the Office Administrator will send an email out to whānau, which will have a confirmed first visit date, as well as some pre entry details and information. A kaiako will be assigned to undertake the tamariki's first visit, they will be responsible for implementing transition from home to preschool and organising further visits.
3. Before starting at preschool on their own, tamariki under the age of 2 must have 5 pre-entry visits. Tamariki aged 2 years and over must have 3 pre-entry visits. Further visits may be required at the discretion of the kaiako or at the request of whānau. Under special circumstances and at the Centre Manager's discretion less visits may be approved.
4. All visits must be for at least ½ an hour. The kaiako will spend time with the tamariki and caregiver, this will support their transition into preschool and also give the caregiver space to ask questions and to feel comfortable leaving their tamaiti when they start. Visits will be at time that is convenient to the whānau, kaiako and centre.
5. A parent/primary caregiver must accompany the tamaiti on at least one of the pre-entry visits. On other visits, an adult who knows the tamaiti well may accompany him or her.

6. During the course of the pre-entry visits, parents are expected to complete all the required enrolment documentation relating to their tamariki including an "All about me form". The office Administrator will ensure enrolment documentation is completed before they start.
7. On the rare occasion transition into our centres will not always be successful for tamariki and their whānau. We will ensure that we have made all attempts for a successful transition before a decision is made to withdraw their offer of a space at any of our Preschools.

Transition between rooms within the Preschool – John Street

1. Under 2's - The transition period will generally take place a month before the tamaiti is of the age to move into the Kōpae room.
   Over 2's - The transition period will generally take place 1-2 weeks before the tamaiti is due to move into the Pikorua room. Transitioning between rooms is at the discretion of the teaching team, Centre Manager/Assistant Manager, is dependent on spaces in rooms, and as required, in consultation with the Education Manager.
2. During the transition period, tamariki will visit their transitioning room at arranged times, and in consultation with either the transition kaiako or a key kaiako of that space. This is important to ensure all tamariki become familiar with the different routines and environment, as well as having the opportunity to build relationships with their Kaiako. If necessary to support their transition process tamariki may be accompanied by a kaiako from their current room on some of the visits.
3. If a tamaiti experiences difficulties in transferring between rooms, or requires a longer transition period, management will review the situation and set a new transition time frame, in consultation with the whānau.
4. When tamariki transfer rooms, all relevant information relating to the tamaiti including their individual needs will also be transferred. This includes tamariki who currently have a positive guidance plan with targeted strategies in place. A kaiako from the room the tamaiti is transitioning from will ensure an individualised transition plan is put in place, and is successfully communicated with the kaiako in the room the tamaiti is transitioning to. A kaiako in the new room will be assigned as profile kaiako, and will continue to document individual pathways as part of their learning journey.
5. To facilitate the transition between the rooms:
   a. Younger tamariki will be given daily opportunities to interact with older tamariki.
   b. Kaiako will keep whānau informed of the process and give them any relevant information including routines and what to bring to preschool.
   c. Whānau will be introduced to the teaching team in the room that their tamaiti is transitioning to.

Transition to School/Kura

Transition to Kura is a very significant and important time for tamariki as well as their whānau. We will ensure that we have supports in place for tamariki and their whānau as they begin their transition to kura.

1. When tamariki are nearing school age a B4 school check is given to the whānau to complete. This is provided by Te Whatu ora/Health New Zealand and aims to identify any health, behavioural, social, or developmental concerns, which could affect their ability to learn such as a hearing problem or communication difficulty. Kaiako will not feed into this check with the form provided by Te Whatu ora/Health New Zealand.
2. Communication with whānau surrounding transition to kura will begin once their tamaiti turns 4. A key kaiako will begin by having a brief conversation with the whānau to find out if enrolment to kura has begun, and if not will support with this process alongside the whānau. This information will begin to be documented in centres in a way that is easy for the team to read. Kaiako will revisit with the whānau 6 months out from them starting school to make sure enrolment has happened. 3 months before tamariki turn 5 they will be given a transition to kura form. This includes the date kura visits start, future visits, the kura they are starting at and when the last day of attending preschool will be. Transitional kura visits must be specifically noted and as a minimum our records must include the: date the transition arrangement began and a signature from whānau (dated).

3. Kaiako will ensure that there are opportunities within our curriculum to support and empower the successful transition to kura for all tamariki. Tamariki will be included in our transition to kura groups, and once they turn 4 their individual learning cycles will foster a process which empowers as well as recognises and supports their individual learning pathway to kura. As visits begin we will co-construct an individual transition plan for tamariki, this will be in partnership with whānau, and will be ready for tamariki to take on their first transition visit.
4. The Centre Manager or a kaiako delegated by them will attend transition hui's when needed.
5. We will actively seek opportunities in which we can foster and connect links with local kura, this may include taking groups of tamariki on visits, meeting the class room kaiako, creating transition books, or holding transition evenings as examples. Each centre will have a transition to kura lead, who will be responsible to foster these links and implement these processes in consultation and collaboration with the teaching team.
6. Once tamariki have left the Preschool and are attending kura, we encourage them and their whānau to revisit the Preschool and share their kura transition journey and experiences with us.

Policy Category	Curriculum
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Policy ratified	22nd September 2026
Automatic review date	September 2029

This policy will be reviewed to ensure it remains appropriate and effective. Review may occur: if any statutory requirements change• if any roles are amended• if any part of the policy becomes ineffective or problematic• if suggestions for improvement are received• when the policy is scheduled for automatic review

Chairperson: _____

Signature: _____ Date: _____