

Supporting Transitions a Guide For Keyworkers

"A life is made up of a great number of small incidents and a small number of great ones." (Dahl, 1986:no number).



(Source: edpolicyinca.org, 2020)

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Introduction

This handbook is designed for key workers to aid in the understanding of children's transitions in order to improve outcomes for the children aged 0-3. As detailed by Welsh Government below this is not one single event in a child's life but a series of events.

Prior to the 1990s, transitions research tended to focus on a 'one-point' event (e.g. first day at school), however transitions are now viewed, not as an event, but as a process that is shaped by social structures and processes and involve children, practitioners and parents together (Welsh Gov, 2017:3).

According to (Trodd, 2013) transitions whilst at their simplest are an experience of change, to the individual experiencing them they are far more than the single event and will go on to shape further experiences for the child. This view is supported by (Fabien, 2007) agrees that children of the western world will experience many transitions in their early life the first of which are likely to be starting day care or nursery school but can also include visiting toddler groups. (Fabien, 2007) also stresses the importance of the first transition for the child, as the way in which the first transition is experienced by the child is likely to influence any further transitions they may have. This can be expanded upon by (Allingham, 2011) who tells us that transitions are not only major event and change in the child's life or routine but can also be as simple as a new staff member, a visitor or someone new picking them up or dropping them off.

It is the view of (Lindon, 2010) that the child's key worker has a pivotal role in ensuring that the child has a positive experience with their transition to nursery from home, it is the key workers responsibility to develop on going relationship's with both the child and their family and provide support to the child and their parents during the settling in process.

In addition to this practitioner's should also be aware that transitions can be harder for children with an additional need, if the change is sudden or unexpected and if the child is very young.



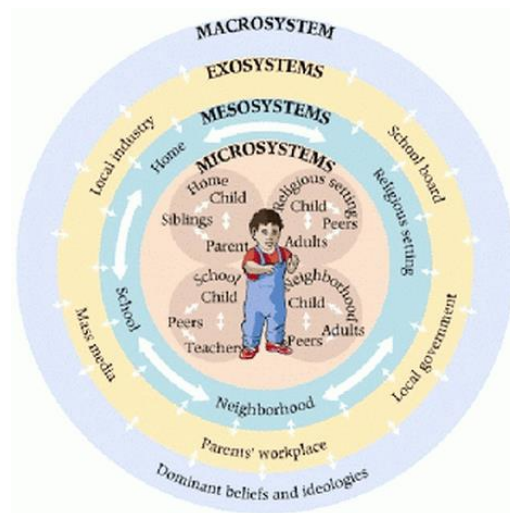
(Source, Oticon 2020)

This can in part be overcome by effective communication with parents during the settling in period, parents are then able to prepare their child by talking to them about what to expect and bringing their child for visits to the setting. A meeting could also be arranged in a place that is familiar to the child for them to meet their key worker, this practice is easier for practitioners such as childminders than nurseries but is achievable, (Trodd, 2013).

This view can be supported by Bronfenbrenner's Bioecological Model of Development, according to (Bennett, 2014) we can use this model as a basis to improve outcomes for those in our care by considering how these different systems may influence the child's behaviour and development.

- **Microsystem** - This may affect how they settle into the setting in many ways such as the parents may be anxious to leave their child, the grandparents may not agree with childcare or the language spoken at home may differ to that of the setting.
- **Mesosystem** - May affect how a child settles if a child who has had to travel on foot in bad weather or through a bad neighbourhood may arrive at the setting already upset and anxious from their journey and unwilling to engage with the session.
- **Exosystem** - May have an effect if the parent's workplace is leaning toward a full time return to work and the parent feels obliged to do so or if the management of the setting has not gathered sufficient information about the child during the registration process to inform the key worker of the child's needs.

These events may have a negative effect on how the child settles but it is the view of (Trodd, 2013) that they can be overcome by a good partnership with families. “A key factor in creating links and partnerships for successful transitions is the quality of relationships between children, their families, friends and peers and the practitioners and professionals” (Trodd, 2013:xxvi).



(Source: Pintrest, no date)

How to Use This Handbook

This guide is to be used by key workers to better inform their practice during children's transitions into nursery and onto new rooms, it provides theory and interventions that aid in the development of children and effective communication during these transitions.

CIW National Minimum Standards for Childcare standard 3 states that it is our responsibility to ensure that we are aware of children's needs and preferences before they start at the setting and that parents are encouraged to visit the setting before their child starts. CIW also state in standard 8 that children must feel safe and secure in the setting and can form strong bonds and attachments with staff, using an appropriate settling in process (Welsh Gov, 2016).

This guide will help you as a key worker to meet those standards and ensure smooth transitions for the children. (Lindon, 2010) believes that it is vital for babies and young children to form secure attachments, children with strong attachments to familiar adults have a good base for healthy development in other areas. The role of the adult section will further expand on how you can facilitate this for children. Section 4. The needs of the child will focus on how meeting children's diverse needs can help their development during transitions.

Parents and carers are the most important people in children's lives, it is essential for a smooth transition for children that the parent also experiences a smooth transition (PACEY, no date). Section 5. Partnership with parents will give you the skills required to form healthy professional relationships with parents.

Sections 6 and 7 will outline resources and interventions that will enhance transition's for children and the proposed outcomes of the handbook and what it aims to achieve. "Adults who felt more confident and competent were often better able to support young children with the nurture and emotional security they deserved" (Lindon, 2010:no number). This guidance should help you to be confident to support children through their transitions both horizontal and vertical, as outlined by (Volgar, Crivello and Woodhead, 2008) as follows

Horizontal Transitions – are those that a child makes daily and could be events such as getting from home to nursery, moving from the indoors to outdoors or from playtime to lunchtime. These are important as different settings may have different expectations (for example sitting at a table to eat) of the child and are particularly important during the settling in period.

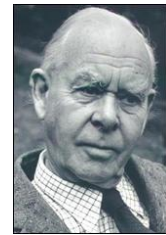
Vertical Transitions – are larger transitions and are events such as first day of nursery, moving up a year group, moving to a new house or starting school. Larger vertical transitions will require more support than horizontal transitions and can have a profound effect on the wellbeing of the child.

The Role of The Adult

Babies and very young children need to develop secure emotional attachment to familiar figures over their early childhood. Strong, sustained emotional bonds are the foundation for healthy development (Lindon, 2010:no number).

We are aware of the need for a key person approach as CIW minimum standards tell us in Standard 8 that babies and young children need to be able to form an attachment to a consistent carer or group of carers (Welsh Gov, 2016).

How do we know that this will be beneficial to the child? This manner of thinking was started by John Bowlby who studied the effects of the separation of children from their mothers, while initially it was thought that any separation from the mother would be detrimental to the child, it was later understood that the child will also have significant attachments to other adults and children in their life. Attachment theory's key factor is that the child has emotional security by developing healthy attachments to familiar adults who show an interest in the child as an individual. (Lindon, 2010)



(source: spartacus-educational, 2020)

This view is also taken by the Reggio Approach which states the importance of a key person for each child for the wellbeing of the child. The key person's role is to make sure that the child's individual needs are met, and the child feels cherished and cared for by someone whilst they are away from home. In Reggio Emilia the key person approach is taken further, and the key person or 'teacher' moves with the child through the setting and stays with them until school. Whilst not always possible in nursery settings aspects can be taken from this and key workers can move rooms for the child's 'taster' days in the new room to ease the transition (Thornton and Brunton, 2014).

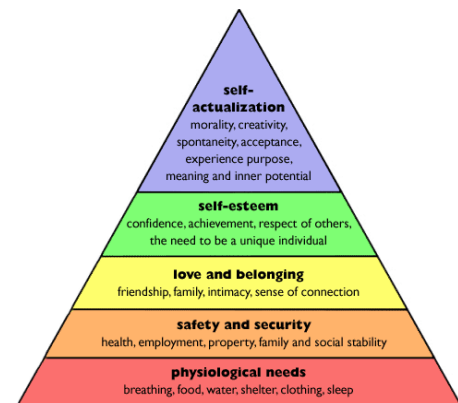
Your Key Roles as a Key Person (Lindon, 2010)

- Your first role is to develop a relationship with the child and family.
- Home visit, it is good practice to undertake a home visit to gather key information about the child and family.
- Continued relationships - where possible the key person should be responsible for taking care of the child's individual care needs e.g nappy change. They should also be available to feedback information to parents and carers at the end of the day. This will sustain and develop bonds with the family.
- Child records and observations should be completed by the key person as they will be able to develop a comprehensive knowledge of the child's developmental stage and needs.

The Needs of the Child

As mentioned previously in standard 3 of CIW NMS states that we should be aware of children's individual needs and be able to meet those needs before they start in the setting (Welsh Gov, 2016).

The importance of meeting children's needs can be shown by Maslow's hierarchy of needs. Maslow's studies show us that if one or more of the child's basic needs are not met this will influence the child's whole development and prevent them from reaching their full potential. For the child to reach their full potential the needs of each layer of the pyramid must first be met, as a key worker your actions will have a profound effect on this and you will be responsible for ensuring those needs are met (Postson, 2009)

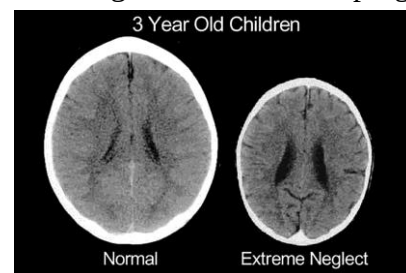


(Source: Weebly, no date)

This can be supported by (Shonkoff and Phillips, 2000) who tell us that early childhood experiences effect all aspects of development from social and physical development to the developing neural circuitry of the brain. These early childhood experiences go on to shape how successful the child is in later life, it is therefore essential that we meet the needs of the child in the early years and during their transitions as this will shape how they approach situations in later life.

“Human development is shaped by a dynamic and continuous interaction between biology and experience” (Shonkoff and Phillips, 2000:3).

The consequences of the child's needs not being met on a larger scale such as neglect can been seen in the picture, (Cellini, 2004) talks about the effects of neglect on the developing child and how this can cause global delay in all areas of development as synapsis that would ordinarily develop are pruned. This will then go on to affect how the child functions in society as an adult. Effective communication with families and referral to support agencies for help with parenting skills can help to ensure that the child's needs are being met at home, any concerns should always be documented and referred to your supervisor (Welsh Gov, 2017).



(Source: pintrest, no date)

Adults should also be mindful of insecure attachments (as proposed by Bowlby) as this can be a sign of neglect and are shaped where the adult fails to meet the needs of the child. Children or infants with insecure attachments to their parents will show little or no distress on separation. (Keenan, Evans and Crowley, 2016).

Partnership with Parents

According to PACEY parents are the child's first and primary educator for their child and it is important for us as professionals to recognise and respect parents' responsibility for their child (PACEY, no date). This view can be supported by the Reggio approach where strong relationships with parents and the community are at the heart of the approach. In Reggio Emilia teachers, children and parents all share a mutual respect and share and listen to each other's point of view (Thornton and Brunton, 2014).

Good working relationships with parents can help to ease children's transitions as children learn by modelling behaviours, we understand that children learn in this way from Bandura's social learning theory. If parents are familiar and happy to interact with key workers, children will feel more at ease and model the same behaviour (Allen and Gordon, 2011). This learning through modelling behaviours was shown through Bandura's 'bobo doll' experiment where models demonstrated aggressive behaviour towards a doll, this behaviour was then copied by the children when playing with the same doll (Psychhub, 2015)

Key points to building partnership with families (Lindon, 2010)

- Parents should feel confident in the care provided, young children benefit from seeing important familiar adults communicate well with each other as this forms a connection between two main parts of their daily life.
- Effective friendly partnership ensures that you are made aware of parental preferences and allows the key worker to feel valued and offer professional advice to assist with parenting.
- Good partnership also means parents are likely to share key information about events at home that affect the child as there is a foundation of trust for them to share sensitive information, which will allow you to effectively support the child through those transitions.

Effective partnership with parents can also ensure that you are taking the views of the child into consideration during the transition as young children may be unable to vocalise their preferences, but their parents can do this for them. Article 12 of the UNCRC states that every child has the right to have express their own views and feelings on situations that affect them (Unicef, no date). This is particularly helpful for horizontal transitions as the child may be worried about eating different foods or not being allowed a comforter. Effective communication with the parents will highlight these concerns. (Volgar, Crivello and Woodhead, 2008)



(Source: Nursery world, 2016)

We are currently facing an unprecedented barrier to effective partnerships, Covid has meant that we can no longer invite parents into settings PACEY has offered suggestions to overcome this which include - virtual tours, zoom calls, social media and conducting meetings outside in gardens. (PACEY, 2020)

Interventions

Knowing now how important smooth transitions are for children we can look at interventions that can be used to ensure that they run smoothly. It is important that a picture of the child is built up before they start, this can be done using information gathered during the home visit. This information can be documented using an 'all about me form' and could include the following. (Elfer, Goldschmied and Selleck, 2003)

- Dietary requirements – cultural, allergies or favourite foods
- Home routines
- Home Language
- ALN and any agencies already working with the child
- Games, songs or toys favoured by the child

This information can be used to better plan for how the environment is set out for the first session, and can be laid out with child's preferred toys, songs or books. This will help to create a sense of belonging for the child and parents, other activities that can also encourage this could be

- Picnics or coffee mornings
- Photo albums
- Message boxes to leave notes for other children
- Keeping in touch with children who are away with postcards or video link.

(Elfer, Goldschmied and Selleck, 2003)

This thinking can be supported by the work of Vygotsky who believed that a child's social environment was an important factor in their development and that those who actively explored it were masters of shaping their own learning. Vygotsky believed that development and social interactions were linked and vital for cognitive development. (Keenan, Evans and Crowley, 2016)

This can also be linked to Montessori, there are similarities between her work and Vygotsky. Montessori also believed that the environment is influential in children's learning and development and proposed the environment be 'shaped' to culture independent learning in children. (Demirbaga, 2018)

Further to this adults can also be supportive for the child's settling into the nursery by

- Interacting with the child
- Supporting the child's interests
- Being physically and emotionally available
- Effective body language, temperament and tone of voice
- Recognising the feelings of distressed children and offering comfort
- Exploring children's emotions with them
- Providing care for the child's basic needs, feeding/changing.

(Elfer, Goldschmied and Selleck, 2003)

Proposed Outcomes

This Document aims to provide you the knowledge and skills to best plan for effective communication during children's transitions, it is mainly focussed on transitions into nursery, but it is important to remember that children will also transition into school. Many of the skills proposed in this document will also be helpful for this transition, as the holistic approach to development and learning will give children the skills they need to meet the expectation's schools will place on them, children who are well prepared for these horizontal transitions will help to ease the larger vertical transition into school. (Volgar, Crivello and Woodhead, 2008)

In March 2014 the Welsh Government asked Professor Graham Donaldson for a review into curriculum and assessment in schools. Much in the same way as this handbook the review aimed to “shape a successful and exciting future for the children and young people of Wales” (Welsh Gov, 2015). This report has shaped a new curriculum for Wales which will come into effect in 2022, when many of the children in our care now will start the transition to school. It has four key purposes for children as shown in the table. The new curriculum aims to equip children with wider skills needed for the modern world including

- Critical thinking and problem solving
- Planning and organising
- Creativity and innovation
- Personal Effectiveness (Welsh Gov, 2015)



(Source: Welsh Gov, 2015)

In nursery we can foster the same ideology of self-directed learning by using the Montessori method of teaching. Montessori's 'prepared environment' can help the children to develop their inner motivation and foster independence. Although effective the criticism of this method is that it is too structured and does not allow enough time for play. (Allen and Gordon, 2011)

It is important to allow time for free play in nursery to help develop children's creativity and innovation skills, we can enhance this play by providing the children with loose parts. Loose parts play provides children with the foundation they need to incorporate invention, creativity and innovation into their play. For younger children this can include items such as mud kitchens or treasure baskets of 'real' items found in the home (Arnerich, 2018). This thinking is can also be found in the work of Froebel, he believed children construct their understanding of the world by direct interaction with it, he believed in self-directed play and developed a set of gifts and occupations that can be recognised in loose parts that we use today (sticks, clay, chalk, shells and pebbles to name a few). (Early Education, No date)



(Source: Earlyimpactlearning, 2020)

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