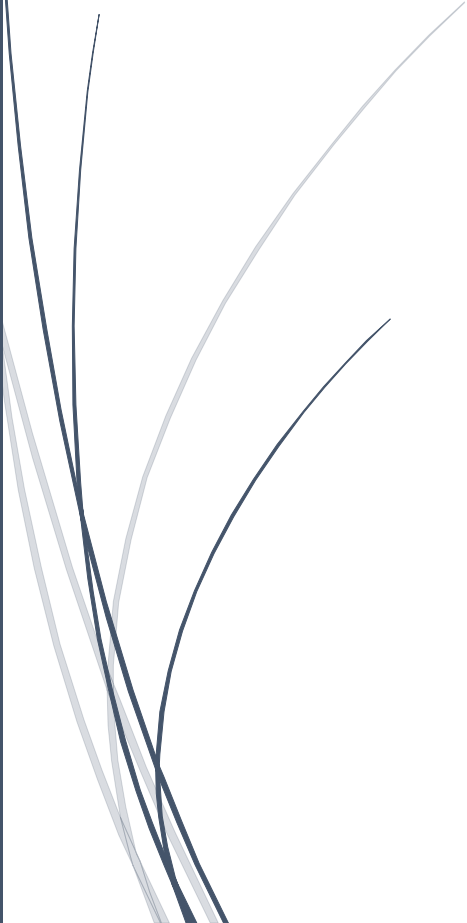


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12/1/2023

Handbook for practitioners

Module code ECEY 4001

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Saira Arshad (2125447)

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Introduction

Transition can be challenging, especially for children. Each child goes through different stages of life, learning and experiencing different things that can have an impact on their brain development. The first five years of a child's life are particularly important, and this handbook will explain why. It's not just important for the children themselves, but also for their parents and carers. There are different types of transition, whether it's the horizontal transition like starting a new school year, or a vertical transition like moving to a higher grade, and everyone experiences them in their unique journey. How these transitions turn out can shape the child's development in the end.

Good communication is key to effective transition, especially in early-year settings when children are transitioning from the home environment to preschool. These are different types of communication and various ways to communicate with each other. It's crucial to communicate well with parents and carers to gather necessary information about the child that can greatly assist during the transition period. This open and effective communication benefits not only the children but also their parents and practitioners. Gathering important information, such as medical history, during the transition period is essential. This way, practitioners can ensure that they have everything in place to meet the child's medical needs if necessary. It is all about creating a safe and inclusive environment where every child's needs are taken into consideration. By doing so, practitioners can provide the right help and support tailored to each child, ensuring a smooth and successful transition. It allows everyone involved to better understand the child's needs and provide the necessary support for a smooth and successful transition.

"5- and 6-year-olds. If, for example, they have even been attending preschool, the kindergarten to which they advance may hold a completely different philosophy of how children should speak, how they should behave, and what they are responsible for knowing and doing. It is well known that transitions frequently involve stress; clearly, some are more stressful than others"

(smolkin,1999,p.325 to 326).

The transition from home to preschool is a crucial period in every child's life. Many settings understand the importance of this first educational stage and handle the transition professionally and gradually. It is interesting to see how settings have introduced different roles for each adult involved. This allows them to observe each child closely and provide support based on their individual needs. In the past, practitioners used to handle all these roles along with teaching the curriculum. but now, with specialized roles, the focus is on providing the best possible support to each child. It's great to see how the early years practitioners are adapting to better meet the needs of the children.

Then comes 'partnership' which is indeed another crucial aspect of the transition process. When parents and practitioners work together as partners, along with any relevant services for children with disabilities, it greatly benefits the child. Strong and open partnership between these parties leads to better outcomes for the child. It also helps parents feel supported by the practitioners, as they all share the same purpose of ensuring the well-being of the child. by working hand in hand, parents and practitioners can create a supportive and nurturing environment that promotes the child's growth and development during the transition period and beyond. It's wonderful to see the impact that partnership can have on the child's overall experience.

The intervention period is a crucial part of the transition process. It involves putting the necessary support in place based on the individual needs of the child. For example, if a child

has visual impairments, providing them with a larger font or other visual aids can greatly help with their reading. additionally, some children may take longer to understand and grasp the curriculum. It's important to understand the exact child's unique learning style and adopt teaching methods accordingly, ensuring that no one is left behind. By providing tailored support and interventions, we can ensure that all children are on the same boat, progressing and learning at their own pace. This inclusive approach helps create a supportive and nurturing environment where every child can thrive and reach their full potential.

Transition

Some Young children have a lot going on in their day! Some kids have busy schedules where they wake up at home, get dressed, go to childminder home, and then get picked up by a Head Start bus, which is a service to pick up and drop off children from their babysitter's home. They spend time at Head Start in different languages, and then the bus takes them back to the childminders house before finally going home late at night when their working parents finish their shifts. On top of all that, these children often face big changes. It's important to support them during transitions and help them through all the new experiences they encounter.

It is common knowledge that transitions can often be stressful for kids, and some transitions are more challenging than others. Although not all transitions from home to preschool are difficult, there is room for improvement in how a practitioner approaches and handles transitions in general. They can make a positive impact by implementing better strategies and practices to support smoother transitions. by doing so, they can help reduce stress and create a more positive experience for children. It is important to continuously work on improving our approach to transitions to ensure a smooth and comfortable process for all children involved (smolkin, 1999).

Transitioning from home to preschool is an important and the most academic beginning of a child's cognitive development. starting preschool or formal education can be a big deal for both kids and their parents. It's completely normal to feel a bit anxious during this transition. Quality standards for early years support emphasize the importance of having transition plans in place for children entering nursery or preschool. These plans are designed to be part of the child's individual care package, ensuring a smooth and successful transition. It's all about providing the best support and care for each child during this important stage.

Starting the transition process early is key to ensuring an effective and smooth transition. Pre-emptive planning and anticipatory duties are indeed embedded within the Equality Act (2010), and SEND CODE of practice (2015:6.9). It's vital to take a proactive and strategic approach, with advanced planning, to prepare the family, the receiving school, and the child's school entry. This way, everyone can be well-prepared and supported throughout the transition. (Nelson, 2019). An example could be having the room set up with different activities so that when children walk through the doors they can play with different toys to help and them settle into the classroom.

Transition refers to the different changes that kids and young people go through as they move from home to early learning and childcare, then to primary school, and from stage to stage. They also transition from primary to secondary school, switch between schools, and eventually move from secondary to further education and beyond. It's all about the different steps and adjustments they make along their educational journey.

Transitions and changes are a natural part of life for everyone. Most kids and young people look forward to moving on to new experiences. But I get that transitions can also be challenging. That is where the support from parents and staff comes in. Their guidance and

assistance can help make transitions go more smoothly. It's important to have that extra support during these times of change. (Anon., 2017)

It's interesting to note that despite the growing focus on transitions in recent years, there has been relatively little attention given to the first transitions into group care made by babies and toddlers. While more and more children are entering group care at a very young age, the research and evidence in this area are not as extensive as those for other transitions. It's an important area to explore and understand better, as these early experiences can have a significant impact on a child's development and well-being.

Many practices nowadays allow children to get comfortable by getting them used to the new surroundings. It's all about creating a supportive and nurturing environment that eases the transition for both children and parents. Having these plans in place helps ensure a smooth and positive experience for everyone involved. (Brooker, 2008, pp. 34-37).

The role of the adult

The idea of self is something that has been explored in Western thought for a long time. We understand that the self is not just one thing, but has different dimensions. We all have a sense of self, and it's not limited to just oneself. We have multiple selves that encompass different roles, qualities, and behaviour. These can vary depending on the situation. For example, we might have a mother self, a friend self, or a partner self, and how we behave can be different for each self. But at the same time, they are all part of our whole selves, and there can be an overlap in attributes and behaviour. The same goes for our role as practitioner working with young children. It's all about recognizing and embracing the different aspects of children by observing them in the setting (rose, 2012).

Observation is a crucial role for adults in early years practice. Practitioners observe children during play and throughout the day to understand their well-being and needs. It's wonderful that practitioners are trainees in this area so they can effectively observe each child and work to improve their development. Susan Isaac's work emphasizes the importance of thinking adults in making play more educational for children's cognitive development. It's all about creating a supportive and enriching environment for our little ones. (samidt, 2015, pp. 11-12)



<https://www.firstdiscoverers.co.uk/wp-content/uploads/2016/06/spontaneous-play-Isaacs.jpg>

Communications

At the time of transition, it's a quite stressful time for parents and carers especially deaf children as they are stressed and anxious. To ensure them in the process of transition an early years practitioner needs to be well qualified and trained. It's super important to provide

training for school staff who may not have much experience or confidence in working with deaf children. The training should involve everyone in the school community, like teachers, support staff, lunchtime supervisors, parent helpers, and even older students who can be friends with new students. It's all about making sure everyone feels comfortable and confident in using hearing equipment and technology, so hands-on practice and tailored information are key. (Nelson, 2019)

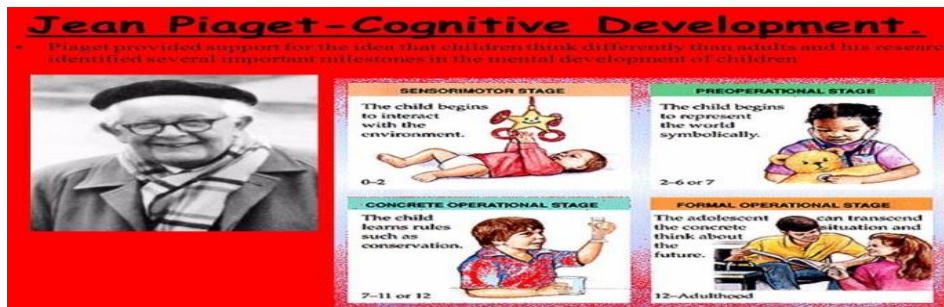
Communication and language are closely connected. When you prioritize and encourage effective communication and language skills in your daily interactions, you have the potential to positively impact every child practitioner's support throughout their lives. By nurturing these skills, this empowers children to express themselves, understand others, and engage in meaningful conversations. This not only benefits their academic journey but also their personal and social growth. It's an incredible opportunity to make a lasting difference in a child's life. (Samantha McMahon, 2018, p. 101)

The needs of the child

Every child deserves to be understood as mentioned in the EYFS framework. The early years foundation stage sets standards for the learning, development, and care of children from birth to 5 years old (department for education, EYFS framework). It ensures that all schools and Ofsted registered early years providers follow the same guidelines. It's important to have a consistent approach to support children's growth and well-being. Education is such a powerful tool for unlocking opportunities and shaping a bright future. Children learn and develop at their own pace, and it's completely normal for some to need a little extra support or different teaching methods. With some adjustments, encouragement, and extra help, they can make great progress. It's all about finding what works for each child.

It's crucial to identify any concerns early on and create a curriculum and activities that provide the necessary support for those children. By addressing these needs early, we can help set them up for success and ensure they have the best possible learning experience. It's all about giving the right tools and opportunities to thrive. (Anon., 2018)

When children encounter new and interesting things, they naturally explore and interact with them. This active interaction helps create connections between brain cells, forming neural pathways. It's like their brain is building a network of knowledge and understanding through their experiences. It's amazing how brains grow and develop through this interaction. The work of researchers and theorists in child development provides us with a valuable framework for planning our work with young children. It helps us understand the different stages of development and guides us in creating appropriate activities and interventions. Plus, it gives us a solid foundation to justify our practices based on the insights of influential theorists like Piaget's, having a roadmap to support the growth and learning of our little ones. (Smidt., 2007) as Piaget's theory concludes that at every different stage, one of them supports learning as they experience. Circle reading time includes children reading out loud in a circle to play. They have to say their line from their cards. One day they will just read next day they will read with confidence then the next day they will be able to express those words as they gradually understand. This way they learn through experience. As Piaget believed sensory feeling makes the child understand better and another practice can be feeling the toy and guessing. A child feels the toy and tries to guess it this way child can use his brain.



https://d1e4pidl3fu268.cloudfront.net/a8b4054c-20f5-4792-af18-54ea60a80552/piaget.crop_686x515_2%2C10.preview.jpg

Partnerships

It's pretty much agreed upon that it's a great idea for parents and carers to have a close connection with their children's schools and educational settings. When parents and carers are involved, it builds a strong partnership between home and school, which ends up benefitting the kids in so many ways. It's all about working together to make sure our children get the best care and education possible.

When parents and practitioners work closely together, it's been shown that kids do well. It's super important to have a real partnership where information is shared between the setting and home. The setting should take the time to set up some guidelines on how to make this partnership happen, so that everyone follows these important principles, for example; practitioners to show respect and understanding for the specific role that every single parent plays as the main educator of their child. By recognizing and appreciating the expertise and knowledge that parents bring, practitioners can build a strong partnership with parents. Working together, they can create an environment where children can flourish and reach their full potential.

Practitioners should have honest chats with parents about what they expect from the setting. They should also take the time to explain the curriculum, routines, ethos, and philosophy of the setting. This way, parents can fully understand what to anticipate and how their child will be supported and nurtured. It is all about keeping the lines of communication open and making sure everyone is on the same wavelength.

The settling-in arrangements are designed with thoughtfulness and consideration. They provide children with the necessary time and space to feel safe and at ease in their new environment. It's all about creating a nurturing atmosphere where children can gradually build trust and confidence with their caregivers. Taking this time to ensure a smooth transition allows children to feel comfortable and supported, setting the stage for a positive and enjoyable experience in the setting.

It's super important for all parents to feel included and valued in the setting. Practitioners should make sure to incorporate and celebrate the diverse cultures and languages of the families. This can be done in practice by organising coffee mornings or assemblies where children can participate in different plays in their native language. This way, parents can see their own culture and languages represented in the setting, creating a welcoming and inclusive atmosphere. It's all about building a strong partnership between the setting and parents, making it a positive and enriching experience for everyone involved.

Parents are warmly encouraged to join in on reading and playing games with their children at home. This helps to blur the lines between home and school, creating a more integrated experience. By actively participating in these activities, parents can strengthen the

connection between their child's learning at school and their home life. It is about fostering a collaborative approach to education and nurturing a strong bond between the family and the setting. (Smidt., 2007, pp. 149-150)

Intervention

Parents need to understand how the transition process works and know where to turn for help if their child has any kind of disability. Families are the most important part of a child's life, and being a parent comes with a big responsibility. Parents and family members always want to make sure their children are safe and well cared for. If parents need support for information, there are resources out there that can assist them on this journey.

It can be a real challenge for parents to keep an eye on their kid's growth and development, especially when they suspect their child might have a disability or if they are not reaching milestones like their kids their age. It is tough to know what to expect and where to find help. Sometimes, parents might feel like they are on their own and don't know what to do. Parents have a unique understanding of their child's needs and provide the love and support they require.

There are services for parents whose children need extra help. Thus, parents need to know that there are services available to help them understand the transition process and work closely with them to ensure a smooth and effective transition for their child. For the services to provide the right help and support, parents should feel comfortable and be able to share all the necessary information about their child during meetings. This way, the services can have a complete understanding of the child's needs and tailor their support accordingly. It's all about working together to ensure the best outcome for the child.

The focus of the team should be solely to be open to any question's parents have and guide them through the process. The team needs to create a supportive and inclusive environment where parents feel comfortable asking questions and seeking guidance. By working together, the team can provide the necessary information and support to ensure a successful transition for the child. Communication and collaboration are key.

<https://youtu.be/r5KjZljsRAw>

Proposed outcome

When practitioners adopt these rules and approaches, it can make the transition smoother and more effective. Understanding the individual needs of each child and providing them with all the necessary help and support brings out the best in them. after all, children are the future of the world! when their needs are met the adults involved, such as parents and carers, communicate effectively with the setting their child is going into, and practitioners are well-trained to offer the best support to parents and children, the outcome is greatly enhanced. It is all collaboration and effective communication for the benefit of the child's development and success.

The outcomes of these different stages of transition are indeed aimed at helping the child thrive and develop to their fullest potential. The early years, from birth to toddlerhood, are a critical period for brain development and shaping a child's experiences. By ensuring a smooth transition and addressing the child's individual needs, we create an environment that promotes their overall growth and well-being. providing the necessary support, interventions, and partnerships between parents and practitioners, we can help lay a strong foundation for the child's future success. It's amazing to see how these early years can have a lasting impact on a child's development, setting them up for a bright and promising future

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