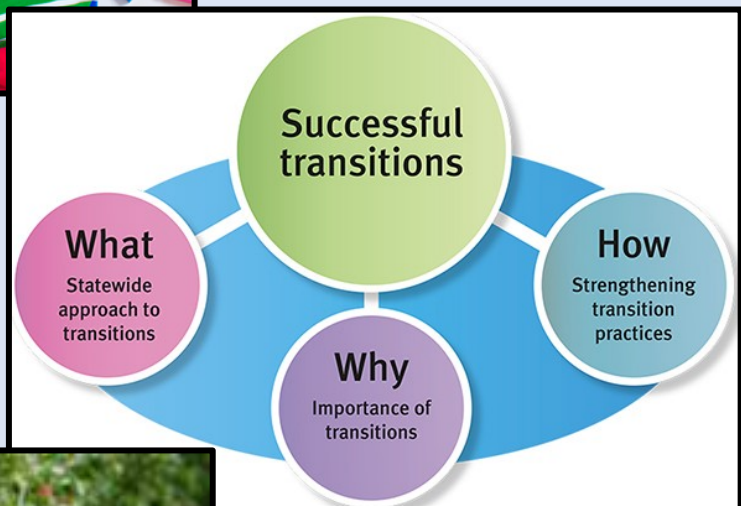


A Good Practice Guide for Early Years Keyworkers during Childhood Transitions



(Source: peartreechildcare, 2020)



(Source: earlychildhood.qld.gov.au, 2020)



(Source: 2.oxfordshire.gov.uk, 2017)

Philosophy

Welsh Government Play Policy (2002)

‘Play is the elemental learning process by which humankind has developed’.

(Playwales.org.uk, (2020))

John Dewey (1859-1952)

“I believe that education, therefore, is a process of living and not a preparation for future living.”

(nepc.colorado.edu, 2020)

Jean Jacques Rousseau (1712-1778)

“Education should follow the child's natural growth.”

(Infed.org, 2020)

John Bowlby (1907-1990)

“Children need to sense that at least one person will be there for them.”

(Barrett, 2020)

Maria Montessori (1870-1952)

“Provide real tools that work”

(studylib.net, 2020)

“Allow children to take responsibility”

(montessori-fima.org, 2013)

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Introduction

Babies and young children are diverse individuals. Children's lives change daily, but with the right support. Implementing small changes can support them, this can be carried out by having approachable, educated adults. In time children will progressively discover that the world is a safe and that there are adults that can support and help in many ways, Kirklees Council, (2013).

Kirklees Council, (2013) also states that young children are heading into a world of imagination. Many will face numerous provisional changes before they reach 5 or 6 of age. Coming from a home environment to a childminder or into nursery setting for the first time, then progressively moving up into Reception class and then into Foundation Stage, into Key Stage 1. Young children will respond, and it will be a challenge for them to think outside the box and to evaluate the situation.

This handbook aims to support and provide guidance all practitioners within an early year setting to prepare all young learners for transition and provision for the future. This can support young learners moving from one school environment to another, to encourage but ease the transition and to keep focus, organisation and normality, Kirklees Council, (2013). Definition of transition – A movement, passage of changing from one stage or position to another, “young learners in transition from one agenda to another”, Dictionary.com, (2020).



Section 1. - How to use the guidance handbook?

According to Welsh Assembly Government, (2017) transition was intended to concentrate on a 'one-point' event. They believed that the first day of school was the key focus for transition of a young child. Research has proven that transitions are now regarded, not as an event, but as a progression. Practitioners, and parents work together to mould and to gradually build social structures together.

Daly, Byers and Taylor, (2009) states that it is imperative that practitioners working within the early years' setting are mindful that the transition for the learner from the home environment into pre-school/nursery establishment can be a considerable mysterious moment and that the young learner should feel appreciated and valued when going through the process. The transition is a development in which practitioners outline, and give a social arrangement, which does not only involve the learner, but also practitioners, parents and carers start and set boundaries for the transition for all learners.



(Source: kindpng.com, 2020)

Welsh Assembly Government, (2015a) states that adults in a young learner's life, are the people that are responsible for accomplishing the best results for learners. This can be achieved by the learners being supported within the setting that the learners are in and incorporating and embracing their full potential.

This handbook is purposely intended for keyworkers and used as a guide to encourage their understanding and to incorporate thoughtful and sentimental communication to all young learners in the transition development. As practitioners, it is vital that all learners regardless of individual areas of need, special requirements, or additional learning needs always comes first. Proposed interventions and possible partnerships will also be studied to guide the keyworker. The practitioner will however have the duty to manage or possibly plan lessons around the learner to ensure that the transition goes smoothly, for all learners, Social Care Wales (2020).

Section 2. - What is quality transition?

Young learners beginning nursery or school and moving around to different areas and classes is a process that many children go through globally every year. Coming from a parent or carers prospective, it can come across daunting and challenging. Moving stages within the school environment for every learner is a sense of positive but rewarding procedure. Study shows that the learners' participation, starting school can be a culture shock, Core.ac.uk (no date).

Oxford County Council, (2017) implies that transitions should be a smooth development within the EYFS. It is important that professionals within the setting are committed on supporting all young learners to develop a positive communication link.

Transitions in early years can be overwhelming process for all learners. Every setting or new classroom environment can be a difficult process for learners.

Transitions can be overpowering for many learners, particularly if the learners haven't experienced any educational background or the learners don't know what to expect from a new learning environment, Twinkl, (2020).



(Source: simplypsychology.org, 2020)

According to Country Background Report Wales, (2018), the Welsh Assembly Government's Flying Start transitions advice focuses on transitions that are of the uppermost quality when encouraged by:

- Inclusive and supportive procedures are followed
- The learners, their parents, carers are the key focus and centre of transition planning
- Constructive relationships are established, and both parties committed in achieving the best outcomes and working together as a unit
- The environment or setting to which the learner is in to be welcoming, reachable and ethnical, and there is the upmost focus on the care of learner, their progress and learning.

Section 3. – The Role of the Adult

Practitioners must ensure that the learner is supported throughout the transitional process and a plan must be in place. Every learners' needs have to be acknowledged and met in order to encourage individuality and self-assurance for ensure that the learners inhabit into their new surroundings. As practitioners, it is vital that they are responsible, and supportive of helping the learner when they move onto the next challenge, such as transitioning from nursery onto Foundation phase and then onto Key Stage 1.

Learners leaving their home environment towards the educational system, it can be an emotional time for the family or carers, consequently this progression needs to be accomplished delicately and efficiently by the childcare settings to which the learner is going into. (Croner-i, 2018)

Web.partnership.vcu.edu, (2020) states that adults from all backgrounds, whether being family members, teachers, carers, social services, all play a significant role. Adults can help learners' transitions into learning experiences that support learner's progress and development in all areas of education.

Patel, (2020) suggests that practitioners are an important key people, which help young learners with their transitions. It is the job the adult to ensure that the learners need's and new attachments are supported, to ensure that the learners' confidence is not misplaced, which can lead to a weakness in the learners' knowledge and understanding. Learners require encouragement and guidance of an approachable adult to make positive transitions.

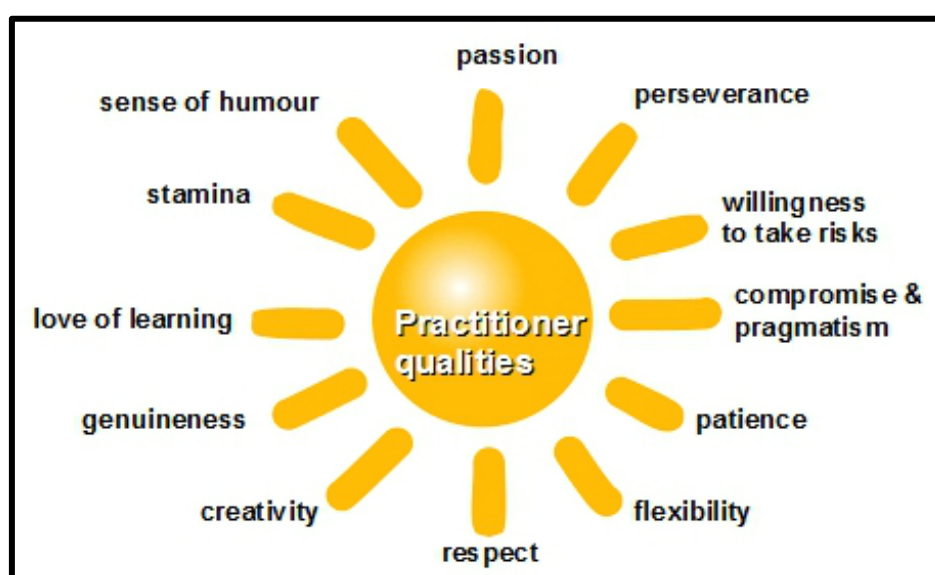
According to Blackfield Primary School, (2020) adults are highly engaging individuals that learners effectively look up too and use in their everyday life, which supports the learners with future development, such as writing and individualities of effective learning.

“A key person is a named member of staff with responsibilities for a small group of learners who helps those learners' in the group feel safe and cared for. The role is an important one and an approach set out in the EYFS which is working successfully in settings and in Reception classes.” Earlyyearsmatter.co.uk, (2020)

Bowlby would argue that key workers help practitioners, learners and their families to create a close, warming mutual connection. Bowlby suggested that learners that have that attachment towards practitioners and its good practice to build a resilient relationship. Learners prefer and need a safe base from which to develop generally. Bowlby implies that babies or toddlers are more attached to their parental figure and what happens or what could happen when separated. In some situations, it will be that there might be a learner that feels a sense of loss or grief, it is essential that the learner and key person develop a robust bond to help and support them feel secure and happy, for a healthier progress, Daly, M., Byers, E. and Taylor, W. (2009). Solly, (2015) suggests that carrying out observations and using the feedback can provide fundamental data on the learners' development which then allows practitioners to suggest or therefore put words into actions and imply questions such as:

'What do we need to amend, postpone or develop to build and/or challenge this learners' needs, development, skills, knowledge and understanding? Solly, (2015)

Although practitioners pre-plan and organise which this cannot be avoided. Solly, (2015) makes a good point, taking care to carefully watch, reflect, build on what the learners do and say during the activities is an important professional discipline, to develop their knowledge and understanding.



(Source: firstdiscoverers.co.uk, 2020)

Section 4. – The Needs of the Learner

All learners need to be included and their welfare cared for in a secure and affectionate establishment. Not one learner should be excluded or have a disadvantaged because of their culture background, ethic, religion, family circumstances, special educational needs, gender, ability and disability, this is supported by the Equality Act (2010).

According to Harvard University, (2020) for a young learner to develop communication and a different variety of skills it is vital that adults respond appropriately. Learners express their reactions in many different ways, such as eye contact, verbally by words, hand gestures for hugging, and cries for support. Neural connections are assembled and reinforced in the learners' brain during this entire process. Harvard University (2020) also implies that 'serve and return' interactions form brain architecture and is critical to the young learner during the transition procedure. If these interactions are undependable, inappropriate or absent then the process of the developing architecture of the young learners' brain can lead to mental, possible physical, and emotional health impairments.

As Thriveapproach.com, (2015) points out that the Thrive Approach can support you to identify the behaviour of the learner that you have responsibility for and to get a much better understanding of what is going on with them. This can improve attitudes to learning, improve emotional, social skills, improve provision for vulnerable and challenging learners' and reduce stress.



(Source: thriveapproach.com, (2020))

We all have holes in our emotional development

Where those holes are, how big they are and how quickly we mend them and move on depends on our emotional make-up, life events and the trusting relationships we have to help us.

The diagram shows a series of overlapping, curved lines in various colors (red, orange, yellow, green, blue, purple) that form a shape resembling a stylized 'S' or a series of steps. Each line is labeled with a component of emotional development: 'interdependence' (purple), 'skills and structure' (blue), 'power and identity' (green), 'thinking' (yellow), 'doing' (orange), and 'being' (red).

Let's help every child thrive

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And there is good news ...

The brain has plasticity and neuronal pathways grow in the context of relational experience. Positive human interaction helps

- Organise brain systems
- Increase brain growth
- Develop pro-social and calming brain systems
- Decrease negative effects of stress on the brain
- Regulate body systems

So that brains are switched on to life and learning.

Let's help every child thrive

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According to Flying Start (2014), learners perform better when given time to settle into a fresh environment. This can benefit them by developing relationships with staff and peers and to adjust to new routines. Staff are encouraged to support this and not overthrow learners with too many activities.

Welsh Assembly Government, (2015a), the Foundation Phase Framework says that the seven learning outcomes for learners are important and as practitioners to ensure that positive links between home and childcare are promoted. Learners' need a variety of opportunities to permit them to achieve such outcomes in the following areas:

- Personal, Social Development, alongside their Well-Being
- Promote Cultural Diversity, Knowledge and Understanding of the World
- Creative Development
- Language, Literacy and Communication
- Mathematical Development
- Welsh Language Development

Welsh Assembly Government, (2008), implies that observation should be an important character in everyday practice as a practitioner. When observing learners, we as practitioners should assemble and gather relevant information on their development and achievements. Once this data has been collected, it is best practise to discuss these with associates, in order to plan and assess the learners' achievements.



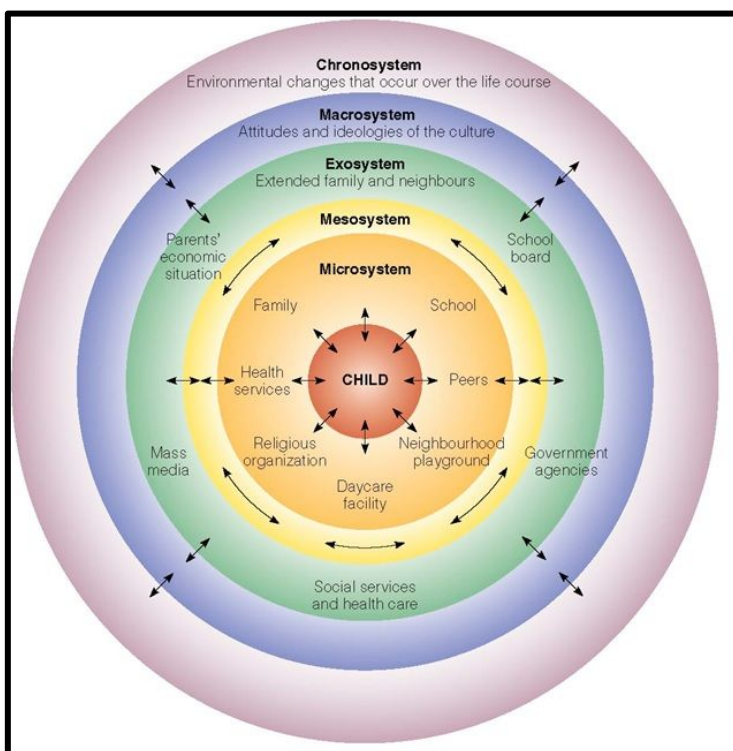
(Source: tcit.org, 2020)

Section 5. – Partnerships

Welsh Assembly Government, (2016) states that National Minimum Standards for Registered Childcare (NMS) in Wales entails good working partnerships with parents. These interactions are also essential to the Early Years Foundation Stage (EYFS) in England.

All members of staff working in the setting, it is their job to ensure that parents are involved from the beginning of the transition process. Being involved and informed regularly on how the learner is settling in and their development they are formulating within the setting. Pacey, (2018) states that daily conversations are vital way of collaborating to build these robust, strong and trusting relationships. Having a range of facilities, resources and information sessions can be a great advantage to support communications. Communications with the parents need to be adaptable and or flexible. While doing this it is important to be mindful of adapting to different situations where English language may not be the homes first language, it could be an additional language.

Bronfenbrenner implied that within early years, it is critical that parents and practitioners within the setting have a positive partnership between home and nursery, as the transitions will be less traumatic towards both the learner and the family, Halpenny, A., Hayes, N. and O'Toole, L. (2017).



(Source: Bronfenbrenner – pinterest.co.uk, 2020)

Welsh Assembly Government, (2010a), implies that you as parent or guardian have the right to be present at any discussions or other test during any statutory assessment, but there will be times where the professionals may ask to see the learner without the parents or guardians.

The parent may have a specific learning needs also that the practitioner is not aware of, this also needs to be taken into account when arranging meetings or events around the learner's development, Welsh Assembly Government, (2010b).

It is important that school environments and other educational settings understand that practitioners are the centre of the learner's lives. For some learner's practitioners

Section 6. – Interventions

All learners should receive high quality childcare, support, progression within the early years setting. Commitment is needed from all practitioners to develop links and have a positive approach in providing a holistic background for every learner.

'Early learning and practitioners take a holistic approach, they pay attention to the learner's physical, social, emotional and spiritual wellbeing. Holistic approaches to a learner, their development and learning are recognised as the connectedness of the mind, body and spirit.' Scotland Social Services Council (2020)

Although Scotland Social Services Council, (2020), has a good approach towards a holistic theory, Early Education (2020) argues that Froebel had ideas that would change a learner's development and innovates, to make changes in establishments. Practitioners must nurture the ideas, feelings, relationships and physical development of learners. Learners need to be given support delicately, in ways to which it will help and build self-confidence, life skills and independence.

(Source: Harriet, S. 2020)

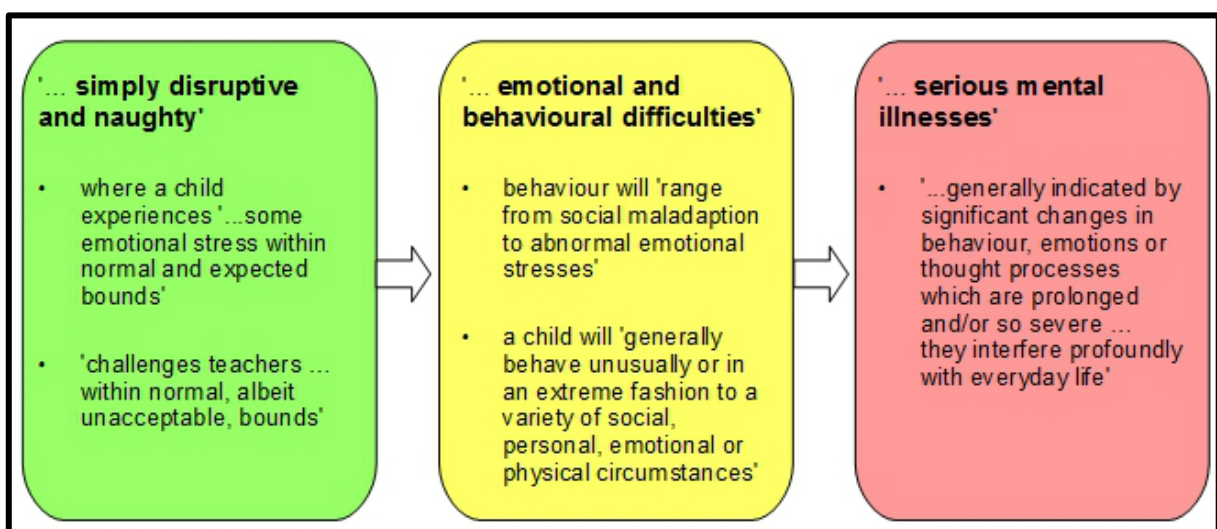


Reggio Emilia's theory was introduced after the second World War. Reggio contributed to the delivery and construction of preschools, for young learners aged 3-6 years and the infant-toddler centres. Smidt, (1998) implies that parents and carers are involved within the community and also the administration of settings and other pre-scheduled events. Everything that happens and is demonstrated within the setting is acknowledged and reported, with all these interventions.

Firstdiscoverers.co.uk, (2020) suggests that BESD, Behavioural, Emotional and Social Difficulties at a theoretical level can propose various interventions that can approach any primary setting in three domain pathways that are greatly productive:

- Biological approach: Examination of the brain, using the information for eyesight, hearing and other sensory undertakings
- Cognitive approach: Explores factors and calculates the learners' intra-personal state.
- Behavioural approach: Focuses on behaviours which can be witnessed.

Markham, (2020) argues the point that some learners are so engaged in their own ideas and activities that they're purely less concerned in social interaction. In preparation, practitioners working with the learners that may have BESD incline to use an arrangement of proposed approaches. Practitioners have discovered it can be beneficial to think of the BESD learners in terms of systems theory. This acknowledges the complexity of BESD and therefore purposely arrangements to investigate the shared nature of all fundamentals within the setting of the individual learner.



(Source: firstdiscoverers.co.uk, 2020)

Section 7. – Proposed Outcomes

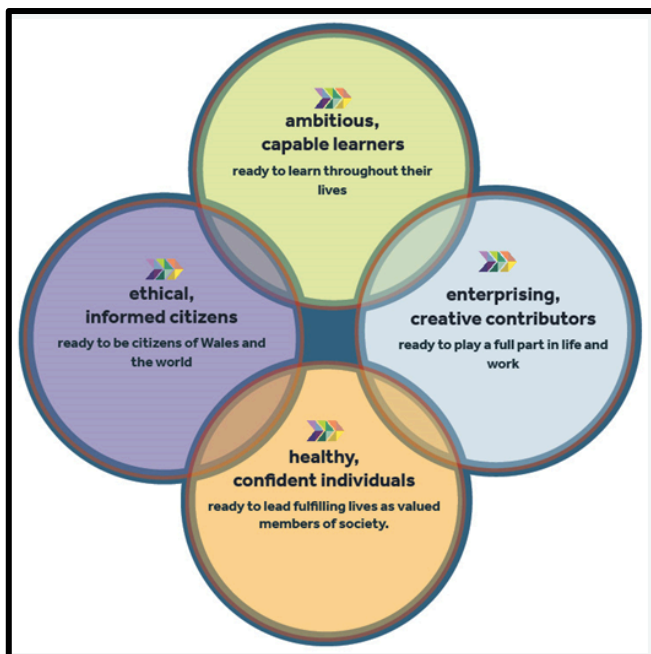
All learners are different and have various rates of development. Each learner will have different and personal characteristics, skills of various abilities, different background and experiences that the learners will use to adapt into their new transitions and routines in the different settings. The importance of transitions and the path in which the learners take should be planned, observed, addressed and praised where needed, which will embrace their independence, this supported by ncbi.nlm.nih.gov, (2020).

Proposed outcomes is to ensure that the learners and their families experience realistic and emotional support throughout the transition process and that this period and or stage is to be carried out in an orderly manner and has some continuity. The learners will in return receive support, care, development and enhancement in their learning and well-being. Social Care Wales, (2020).

Seilearning, (2020) states that Lev Vygotsky (1896-1934) believed that learners were energetic learners and to which solitary learners like Jean Piaget's theory. Vygotsky acknowledged that learners need social interactions with other people and those who were more experienced than them, to further their understanding. Like Piaget, Vygotsky saw learners as active partners in their own development. While in time learners growing and their ability to interact with others developed. Vygotsky consequently highlighted the significance of language growth and teaching to the learners' cognitive development.

Daly, Byers, Taylor, (2004) believed that pretend play was significant for learners to learn about their environment and then onto the bigger wider world, and then from there they take on various roles such as parent or a car driver to which then would be appropriate in adulthood.

A report to which lead to an inclusive, impartial review of the curriculum and assessment arrangements in Wales by Professor Graham Donaldson. Donaldson argued that curriculum had become complex and outdated in some parts. It's four purposes for the curriculum, which endorses that the curriculum should be intended to help all children and young people.



(Source: woodlandshs.com, 2020)

Welsh Assembly Government (2015b) poster states that the new curriculum for Wales gives the learners a chance and for practitioners in childcare settings to fit into the 21st century. All four recognised areas countersign the transition process between young learners and also the role of the practitioner that will support and obtain these proposed outcomes.

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