

The period surrounding a transition can have significant consequences in multiple domains.. If not navigated successfully, such transitions can put students at risk for lower academic achievement and social-emotional wellness.

Garner and Chappell Moots

Moving schools alters the conditions in which children seek to fulfil their needs for identity, self-esteem, autonomy, competence and social support, which in turn influences their motivation, engagement and achievement.

Symonds 2015



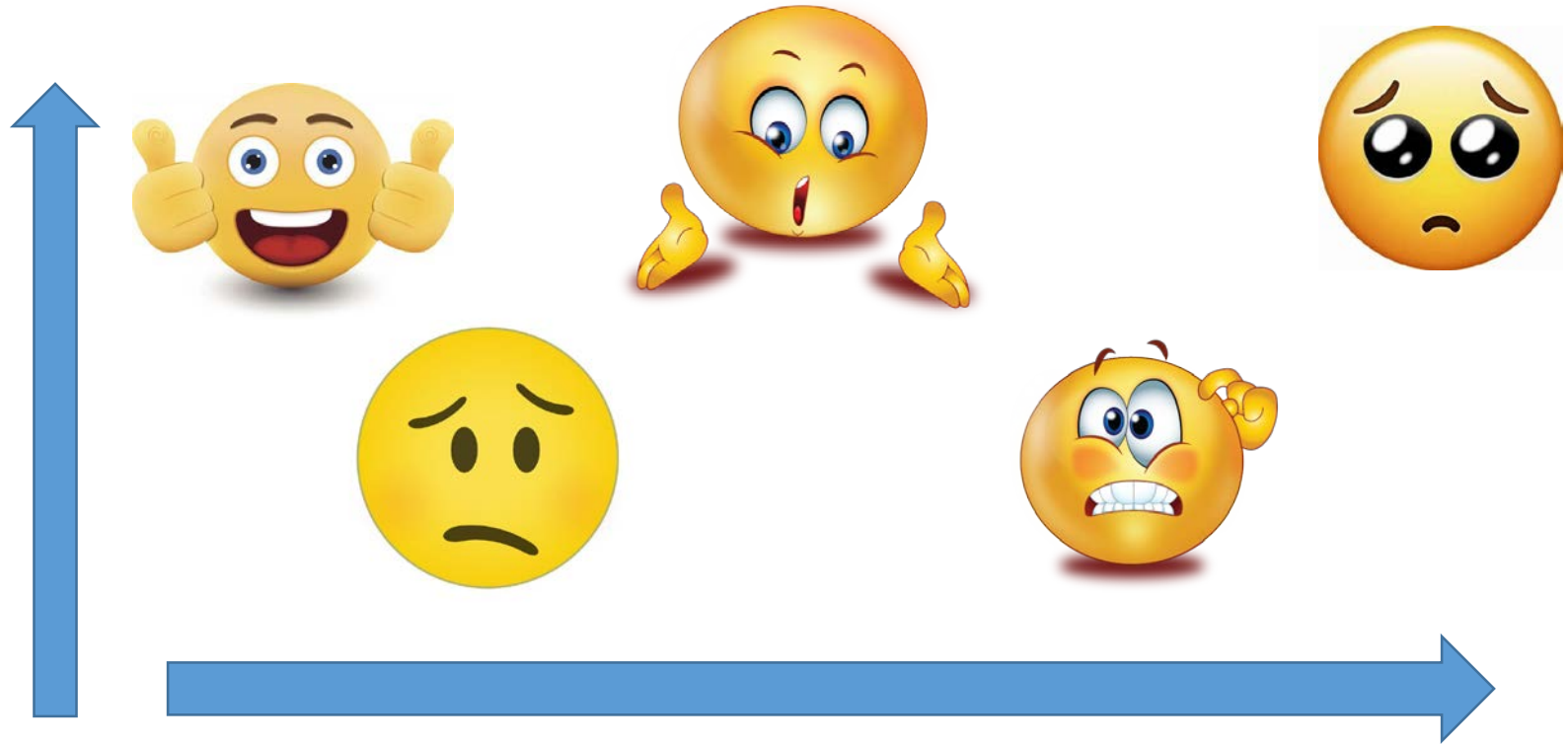
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Trosglwyddiadau llorweddol a fertigol

Horizontal and vertical transitions



Gall trosglwyddo ddylanwadu ar...

Transition can impact on...

Y Plentyn:

- Emosiynol
- Gwybyddol
- Corfforol
- Ffisiolegol

The:

Emotional child

Intellectual child

Physical child

Physiological child



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Ystyriaethau

- Gwytnwch
- Lles
- Cynnydd
- AAY
- Rhanddeliaid

Considerations

- Resilience
- Wellbeing
- Progress
- ALN
- Stakeholders



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Gwytnwch / Resilience

‘It is argued that it is the combination of individual resources, the support by family and significant others, as well as experiences and opportunities within the wider environment that facilitate successful adaptation to challenging situations.’

Schoon (2006)



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Welsh Government announce 'whole school' approach to mental health and wellbeing for children and young people, 07/09/2018 [W]

- Cabinet Secretary for Education, Kirsty Williams AM, and Cabinet Secretary for Health and Social Services, Vaughan Gething AM, have announced a Joint Ministerial Task and Finish Group to accelerate work on improving mental health and wellbeing support in schools.
- The aim behind the work is to implement a 'whole school' approach to schooling, putting mental health and wellbeing at the centre of the school's ethos, and touches upon all aspects of school life.
- It is hoped that this will be an effective method of prevention and early intervention with regards to mental health issues, and will also prevent other issues for developing or escalating.



Cynnydd

- Sut rhennir data rhwng dosbarthiadau/ ysgolion?
- Pryd rhennir y data?
- Sut defnyddir y data i gynllunio ar gyfer cynnydd?
- Pa ddulliau defnyddia'r dosbarth/ ysgol i asesu cohort newydd?

Progress

- How is the data shared between classes/ schools?
- When is the data shared between classes/ schools?
- How is the data used in an informed way to plan for progress?
- What methods are used by the class/ school to assess a new cohort?



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Anghenion Addysgol Ychwanegol

Additional Learning Needs

- A yw'r trefniadau yn wahanol ar gyfer plant ag AAY?
- Do protocols and procedures differ for children with ALN?
- Sut hysbysir athrawon o anghenion pob unigolyn?
- How are teachers informed of pupil needs?



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Rhanddeiliaid

- Pwy yw'r rhanddeiliaid sy'n rhan o drosglwyddo?
- Beth yw eu rolau a'u cyfrifoldebau?
- Beth yw rôl llais y plentyn o fewn y broses?

Stakeholders

- Who are the partners involved in transitions?
- What are their roles at various points?
- What is the role of pupil voice during the process?



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