Handbook for the Early Years practitioner

Guide to transitions from home settings to school settings

Aged 3

School (Hardmoor 2020)

Way (L. How 2021)

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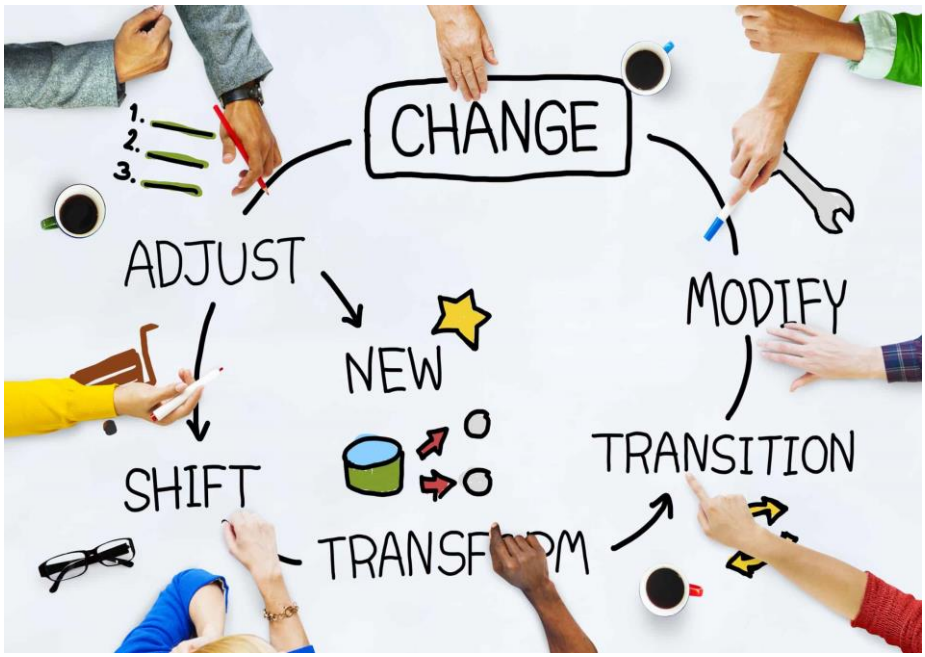
Introduction

In this handbook there will be information regarding the importance of communication when children at the age of three are transitioning from home or other childcare settings to a nursery school setting. There with be six different categories that will be explored and those are,

- What Transitions are and the importance of them
- What the role of the adult is.
- The needs of the children.
- Partnerships
- Interventions
- Proposed outcomes

All of which play an important role during the transitioning of children in the early years. Within this handbook will be more insights to these categories so that practitioners in the early years can get and understanding of transitions as well as the knowledge to be able to conduct a successful transition and support children and parents/carers during the transition. It will provide guidance and responsibilities of each partner in the process.

Within this handbook you with find some brief information and different theories and models relating to the pacific categorises and the Theorists that have dedicated their lives to have a deeper understanding into them.



Role (Kathavate A 2022)

Transitions

Transitions take place when the child is at the age of three are transitioning into a school nursery setting from other settings such as pre-nursery, daycare and from home. The child will have to leave their current setting and transition into the new setting.

Transitions are procedures that materialize over time and are constant until the children build relationships, adapt to new routines, have sense of acceptance, and feel connected within the setting. Transitions is a process and not an event it is helping the children recognize the importance of feeling known. It's a milestone for children and can make a distinct reaction on their development. Transitions are expressed as a continuing journey rather than a destination.

Across early childhood having successful transitions in the long-term benefits and helps to lay the infrastructure for future achievements are positive transitions. During the transition process there will be opportunities for professional dialogue. Transitions bring excitement, wonder, challenge, new friends, and new start that will set the foundation for their learning journey.

Each setting will have their own transition policy which will help Early years practitioners and parents/carers to cope and support during transitions.

Aubrey and Riley (2019, p.158) says that Bronfenbrenner suggests a positive first transition from home to school can possibly establish a continuing constructive outcome for future engagements and transitions.

Importance of transitions.

The importance of transitioning is to establish the children's feelings and help them feel comfortable and have a sense of inclusion also the guidance to settle in happily into the setting. The importance of transitioning to children is to help the individuals learning journey. Without transitions it exposes children to feeling less confident which can lead to relapse in knowledge and understanding.

Transitions need to be managed carefully as it is important to the process of adjustment and reassurance of both the children and their families and help to ease the situation. It enables children and their families to become familiar as possible with the staff they will be building relationships with as well as the new setting before it happens. Walker (2022).

It is important to help and maintain high wellbeing levels. It will help the children feel happy and settled as well as helping the practitioners feel comfortable and to support the children. It is important as it is a time of change for children and adjustment for children and their families. It helps the children to adjust to the new setting.

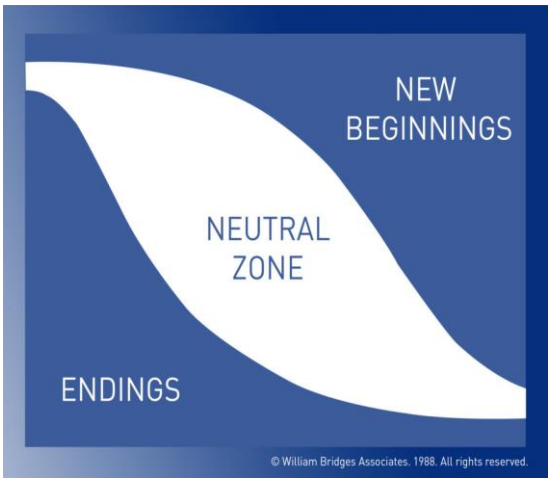
Truyens (2017) explains that Schlossberg describes transition as a non-event that can have an outcome of adjustments to relationships, routines, assumptions, and roles. The importance of knowledge plays a key role in transitions. For an individual to understand the meaning of transition it depends on the transition itself as well as the type and impact it may cause. The context of the transition must be considered.

Gupta (2023) describes that Bridges model focal point is transition and not change. He believes that change happens to people even if they do not agree with it. While transitions are what happens mentally when they go through change. He states that the difference between change and transition is that change will happen quickly, and transition generally materializes slower. Bridges model focuses on three stages of transition that people experience and those are-

Ending- This stage is where people have change but is makes as defiant and emotional disruption.

The neutral zone- When people are overwhelmed and can have uncertainty and be confused as well as impatient. It is a platform bounded by the old and the new. It may cause people to still be devoted to the old and may not be clear on the new.

New beginnings- This stage is a time for acknowledgment and strength to grasp the change. This stage helps to gain skills to learn in a different way in an unfamiliar environment and with new people.



Model (William Bridges associates no date)

Both Scholssberg & bridges model/Theory relates to adults transitioning but can also relate to children transisioning into Nursery. As well as schollsberg and bridges model/theory

Role of the adult & Communication

There are many roles when children are transitioning the role of the parents/carers as well as all adults involved with the children during this time and most important the practitioners withing the setting.

The role of the adults is to ensure the children feel stable and that they are supported. It is to have the structural support to a child's social world. Adults no matter who weather it is the parents/carers or the staff in the setting their responsibility is to help the children feel connected.

The practitioner's role is to be flexible with the children and provide opportunities to establish relationships with the children and build resilience. Practitioners should provide a positive enjoyable experience. Also, to help the children gain a full understanding to what is happening or going to happen. Practitioners in the early years should reassure the child of their presence and show willingness to listen and respond to them.

Structural learning (2023) explains that Bowlby's theory believes that infants have roots and biologically connected to establish attachments and have a structure that provides an endurance method. The attachments that are formed early in the initial years of life are not just short-term bonds but play a significant role in developing the child's future and helps develop their emotional health and relationships. Responsiveness of the caregiver when a child is showing attachment signals is significant in forming a strong attachment. Bowlby suggests that for developing attachments there is a pivotal period and that is from birth to age two and a half. And if an attachment has not yet been developed during this time it may not happen. He notes that babies are born with the inclination to display certain behaviours to help with the contact and attachment with the caregiver that may include crying, smiling, and crawling. He suggests that attachment is important for a child's survival.

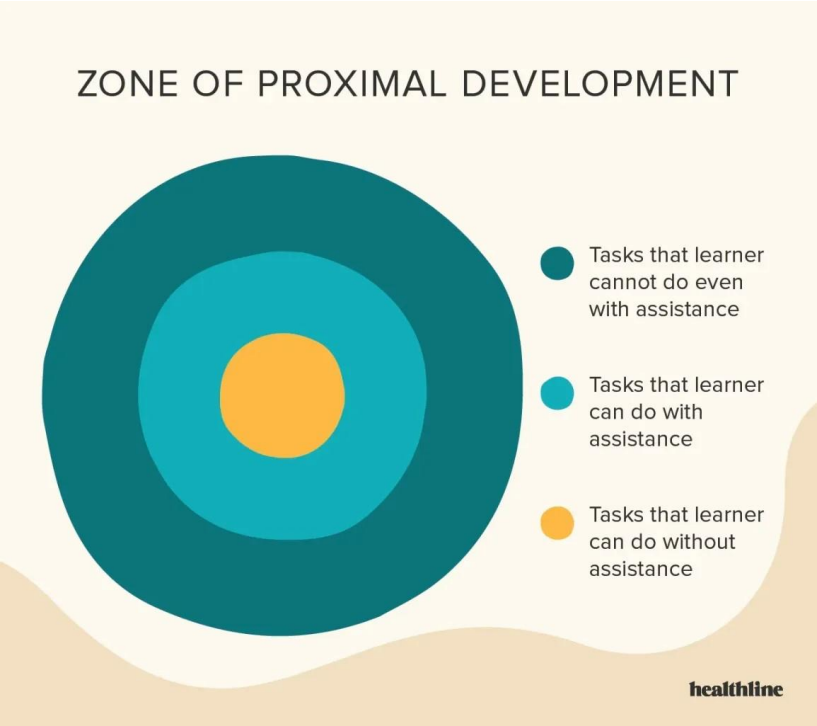
Early education (2021) demonstrates that Froebel Believed that the way in which practitioners see children through various lenses is important and helps to recognize the propositions of efficient practice and observation Most of his understanding was based on observation and has altered the way we consider children's play. The relationships, physical development, feelings, ideas, and personification of children must be nurtured by practitioners. Froebel's approach may look like that person who is observing the child is in the background but in fact they are central to the whole observation. The adults working with children either at home or at school are key to helping them develop and learn.

What is communication?

Communication is key when working with children in the early years. When children are transitioning communication is a must as it will help with smooth transitions. Communication between practitioners and parents/carers can help set a foundation for the transitioning process. The communication between practitioners and parents/carers is to help to support the children. The information on the children must be shared to be able to support the children. The connection with all involved helps the well-being of a child. Communication can be several things like listening, speaking to one another and making plans. It may involve exchanging information.

Cherry, K (2023) clarifies that Vygotsky theory stats that the results of human developments form effective communications between civilization and individuals. The dynamic nature of this interaction emphasizes on Vygotsky's theory. The impact that is caused by society in not only impacting on people, but people also impact society.

Vygotsky conducted the zone of proximal development which explains the separation among the certain development levels as strong-willed as the self-reliant problem solving along with the level of possible development as determined with the help of adult supervision and a more capable peer. The zone is the difference on what a child awareness is and what they are not aware of. The lack of information requires skills that the child has not yet obtained or cannot make use of freely but can with the support of a more insightful other. Vygotsky indicated that an insightful other as the person who possesses a grater knowledge than the child for example a teacher and student. The main key for the knowledgeable other is to administer the desired social instruction withing the zone of proximal development when the student is sensitive to guidance.



Development (Yetman, D 2020)

The needs of the children

Patel (2023). Suggest that transitioning for children in the early years can be stressful for them and stressful on their brain, as there is a lot of information and new surroundings for them to take in and it can be overwhelming for them. But transitioning for them is something that is unavoidable.

Children need time to settle, and regression is quite normal. But to help with the process of transitioning we need to understand the needs of the children.

Practitioners need to take into consideration the children's needs. Preparation is essential to ensure a smooth transition. To prepare the children for transitioning it may involve practitioners to observe the children before hand at home or at their current setting. By observing them they become more comfortable with you and when they visit the new setting there will be a familiar face along with practitioners being aware of the children's needs.

The children will need to feel welcomed in the setting and to do that practitioners can engage with the children along with letting the children explore their new surroundings. Reassure the children that it is a safe place where they can learn and play also to meet new friends. The children will need to build relationships with practitioners to be able to talk freely.

Conway (2021). Says that during transitions children may experience emotional outbursts, aggression, and emotional distress due to the new setting and new staff, they may become venerable and may close down until they are able to trust. Once they have built that relationship and trust they may want to talk to you regarding their concerns. They may want to ask questions and my get inquisitive. Children will have different emotions during transitioning they may feel insecure and have separation anxiety, but practitioners are there to help them as well as the families to encourage involvement and to comfort them during the preparation ready for nursery.

Some children may be more vulnerable to the change and may need more encouragement as well as everyone involved to have the communication to understand and provide for the children's needs.

To help the needs of the children and staff in the setting may talk about one page profiles which can help you as a practitioner understand what each individual may need and what their interests are as well as their likes and dislikes and what is important to them. The needs of the children are of most importance for their well-being.

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Celestine, N. (2017). Explains that Maslow's hierarchy theory is that every individual that is born has a set of basic needs.

Needs (Mcloed, S 2023)

He theorized that once the lover-level requirements are met the higher requirements appear. It is about observing each individual child to meet their individual needs by acquiring what their interests are. The importance of getting to know the child and what their preferred play might be is to allow the child to play. According to Maslow's theory humans maintain grater and decreased requirements that are arranged in the hierarchy displayed above. The first level is highly important and will remain active until they are attended to. Once a level of requirements is met and cared for the brain focusses onto the next level before reaching self-actualization.

Cherry, K (2023). Says that Skinners theory was established based on two presumptions, firstly the explanation of one's behaviour is something in an individual's surroundings. Secondly the ramifications of the actions taken that determines the probability of it being repeated. Having a positive behaviour from something is likely to be repeated whereas negative behaviour from something is not likely to be repeated. During a good experience children will have a sense that they have done something well and will be more willing to achieve it again. The praise and experience children get from doing so makes them want to continue having those feelings.

Frobel says that the children that have direct experience with the world will get a better understanding of it. He states that the highest interpretation of human development in children is play. Frobel also insists that the importance of the physical and mental health of the child is understood as well as the prioritization of the emotions, thought and spiritual aspects. (Early Education 2021).

Partnerships

Hopps (2021). Suggests that partnerships are relationships with the parents/carers, and all involved with the children. It is more than just communication it is about working together to support the children as well as having a shared vision, goals, and expectations. Partnerships require building relationships with all involved with the children and working collaboratively with one another. Having regular two-way conversations as well as mutual respect. Partnerships are about having support from not only the old setting but the new setting as well.

With all the different partnerships that can be made it about adapting to new ways of working together and thinking differently to support the children. All involved should support the children with inclusion, learning and well-being and supporting all changes including identity, roles, relationships, and expectations.

Importance of having partnerships is to help the children with everything that they may encounter during transitions. It is working together and talking through different plans to help with smooth transitions. Having partnerships with the family can help practitioners get to know the child and seek information that may help.

Oxford reference (2023). Says that Pestalozzi believes that by children handling and using physical objects will encourage them to learn more rather than just the use of words. He believes that children should be encouraged to follow their interests and make their own decisions through physical objects. To do this the partnerships between both parents/carers and practitioners is it encourage the children to play and explore as well as giving the children the freedom within reason at school as well as at home. To give the children opportunities to learn and to grow through giving the children chance to explore different objects to experiment with and for them to discover what works and what does not for example giving the children objects to experiment with to create something with the tools they have been given or are available. Giving them chance to think outside of the box.

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Interventions

Interventions are procedures and activities that will enable the transition process to go as successful as possible.

To help transitions go smoothly it requires a commitment of high-quality childcare. To do this there are many procedures and activities to help, firstly home visits may be an option where the children and the families can meet the practitioner of whom they will be in a class with and get to know them in their safe place where they feel comfortable.

Secondly practitioners can arrange welcome days where the children and parents/carers can come to the setting for a session to get to know other members of staff that will be in the class and where the children can have an insight to their surrounding and build relationships not only with the practitioners but build relationships with new friends.

To help children transition smoothly practitioners can create a welcome pack for parents with everything they need to know and possibly create videos of the classroom itself and the staff so that the children and families can get familiar with the settings before they arrive. And have the ins and outs where the children are going to be and who is going to be responsible for them.

Here is an example of a procedure to help the children-

Stay and play- Where the children will stay for a session without parents and interact with the staff and other children. This is where the staff can engage with them and help them feel comfortable by showing them where they can put their coats and bags, where the toilets are, where they will be eating lunch, where carpet and stary time will be. Along with showing the children how to play in different arears of the classroom.

Importance of interventions are to help children and their families feel as comfortable as possible and relaxed as well as having all the relevant information to ensure a smooth and relaxed transition.

Rousseau argues that appropriate education allows nature to educate humans corresponding to their nature, rather than being manufactured by humans for the aspiration of controlling them. For humans to achieve the state of freedom they need to pursue their natural nature. Rousseau believed that nature provides tools for humans to be able to survive and gives life to humanity. (Department of education 2012).

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Intended result

The intended result of transitions is to support the children and ensure that they can achieve anything they want to as well as ensuring their emotional well-being. The intension of a successful transition is to help the children become academically involved in school as well as behaviourally. It is to enhance the children's success and keep them involved.

This handbook is intended to help practitioners in the setting help the parents/carers and the children cope with the transition as well as meeting all their needs. The intention of transitions is to grater the confidence or the connectedness withing the setting. The difference between floundering and flourishing relies on a good transition. (Lodge 2020).

The intended result of this handbook is so that practitioners can get a better understanding of transitions and be able to conduct successful transition within their setting.

Children transition everyday weather it is from home to school or from another setting to a birth of a sibling, co-parenting, single parenting even a death of a family member including new relationships withing the family of setting. A transition for children may include a room being changed around. There are many different types of transitions, but this handbook focuses on the information needed for practitioners to create a safe and comfortable environment while transitions are taking place for the children at the age of three are starting a school nursery. (Applied psychologies 2019).

All theorists that have been included in this handbook all correspond in one way or another to transitions and each individual theorist has made their own discoveries while researching different aspects of transitions, some may be like others, and some may not but they all tie in with the main subject in this handbook and that is transitions.

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