

Transitions in the Early Years.



Source, Pinterest, no date.

A Guide for Practitioners

Contents.

Introduction to Transitions	Pg.	3
How to use this handbook	Pg.	6
The Needs of the Child	Pg.	7
The Role of the Adult	Pg.	10
Partnerships	Pg.	12
Interventions	Pg.	13
Proposed Outcomes	Pg.	15
References	Pg.	16

Introduction to Transitions.

What is Transition?

Noun – “**Transition** is the process in which something changes from one state to another.”

Verb - To **transition from** one state or activity to another means to move gradually from one to the other. (Collins Dictionary, 2022)

Transitions are key moments or processes that bring change throughout one's life. It is a process of change. (Welsh Government. 2017. p. 3)

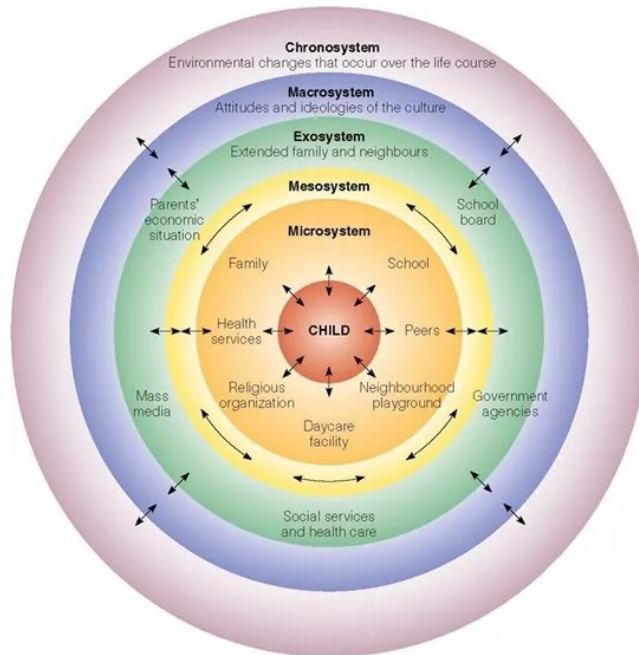
A child's life is filled with a variety of transitions'. Changing from one activity to snack or meal time is one of the day's smaller transitions, as is making a major move like moving houses or beginning school. Both children and adults might experience stress during transitions, therefore it is important to support them in doing so and make the process as easy as possible. This will help children become more adaptable in the future. PACEY (2016) believes that transition should be viewed as a journey or process that children, parents/carers, and practitioners can engage in together.

Every year, millions of children around the world start school and move into new classes. This is a process that is accompanied by a spectrum of various feelings for both the parents or caregivers and the child. Most people consider it to be a normal phase of every child's development, and many children view the difficulty of starting school as a rewarding experience. (Fabian, H and Moss P. 2007) However, studies reveal a disproportionate number of children endure cultural shock when they first attend school. (Brostrum, S. 2007)

Any transition program's primary goal should be to assist the family and kid in feeling at home in the new setting. This will help the child feel safe, comfortable, and prepared to face the challenges ahead. It should be viewed as a process rather than a singular occurrence. (Kirklees Council, no date)

‘The effectiveness and quality of programmes depends largely on communication and collaboration between all people involved in the process’ (Margetts, K 2004)

Bronfenbrenner believed a smooth transition from the home to the school environment and a positive experience with it were found to increase a child's likelihood of making future transitions successfully. As a result, the transition is less stressful for both the child and the parent/carer. He also thought that throughout the early years, it is crucial for parents and professionals to establish a positive connection between home and school. (Bronfenbrenner, 2015)



Source: Bronfenbrenner, Simply Psychology. 2020

The first level of Bronfenbrenner's theory is referred to as the microsystem, and it includes all of the components of a child's immediate environment that directly interact with them, such as their parents, siblings, teachers, and classmates.

In a microsystem, relationships are reciprocal; a child has the potential to influence others' attitudes and behaviours in addition to being influenced by people in their surroundings.

The child's microsystem interactions, such as those between parents and teachers or between classmates and siblings, are incorporated in the mesosystem. The ecological systems theory contends that effective communication and relationships between parents and teachers should enhance children's development rather than hinder it. (Guy-Evans, O. 2020)

How to use this Handbook.

This handbook serves as a guide on how to effectively communicate with all parties in the child's environment in order to support young children as they go through periods of transition in their lives.

Practitioners can help the transfer process go as smoothly as possible while minimizing stress for the child, parent/caregiver, and keyperson by following the advice that follows.

This advice has been specifically created to assist practitioners dealing with children ages 3 to 4 who are transitioning from home or a pre-school to a nursery.

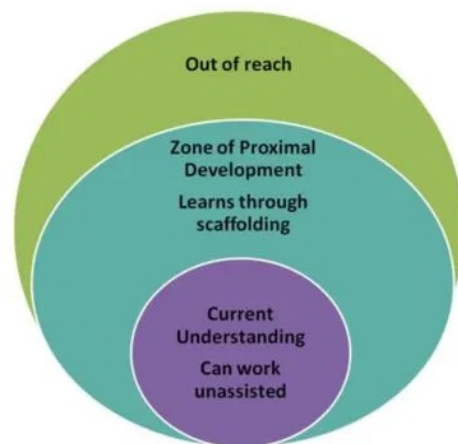


Source, Daisy Chain, 2021.

The Needs of the Child.

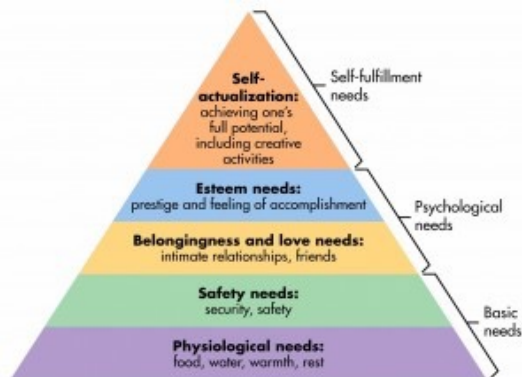
Knowing that each child is an individual with unique requirements is essential to meeting those needs.

Understanding your children well can help you realise that they develop at different speeds and that some might find it difficult to do things that others may do with ease. This is a typical component of childhood growth, and it may just mean that positive progress can be made with tiny modifications to the teaching strategies or the offering of extra support, encouragement, and assistance. (Department of Education, no date)



Source, Harrington Atkinson. 2021

Vygotsky believed that there was a difference between what a youngster could do on their own and what they could do with the assistance of an adult or another child who had ability and experience. (Pound ,2007, p. 40). The idea that a child's aptitude as well as their prior knowledge or comprehension were crucial components of learning. Due to the differences in how well two children can follow instructions provided to them by adults, they may have identical degrees of competence but varying levels of success.

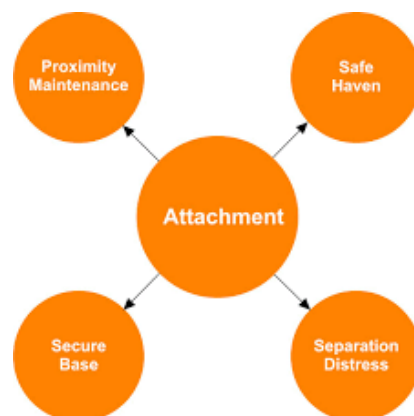


Source, KidzfirstPbto, 2015

A hierarchy of psychological needs was established by American psychologist Abraham Maslow as the basis for human decision-making. Maslow asserted that the foundation for human behaviour is set by five basic requirements.

According to Maslow's hypothesis, lower-level, physical needs are found at the bottom of the pyramid, while higher-level, ethereal needs are found at the summit. When one's basic needs are sufficiently met, like food, water, rest and shelter, they can then proceed to addressing higher-level requirements such as making friendships and making family bonds. (MasterClass, 2021)

Infants are biologically predisposed to form bonds with others in order to survive in the world, according to Bowlby's evolutionary theory of attachment. Young children have a natural tendency to adhere to one main attachment figure. This is known as monotropy. Monotropy holds that one relationship is more important than all the others. (Mcloed, S. 2017)



Source, Family Matters, No Date

Early on, children need to have satisfying attachment experiences. They can grow in their self-assurance, self-worth, and ability to take care of both themselves and other people.

Not one theory can adequately describe every facet of a child's development on its own.

Theorists' work has been utilised in the development of curriculum all across the world.

In Wales.

Through participation in experiential learning activities both inside and outside the classroom, children's skills are developed across all Areas of Learning throughout the Foundation Phase, which is focused on personal and social development, wellbeing, and cultural diversity. Children gain knowledge about who they are, their connections with adults and other children both inside and outside of the family. (Foundation Phase Framework, 2015)

Children's feelings have an impact on their tendency to learn; for instance, if a child is pleased, joyful, well-fed, and relaxed, learning will be positively impacted. (Learning and Teaching Pedagogy, 2008)

Children are allocated to a member of staff who serves as their key worker, according to Standard 14.5 of The National Minimum Standards for Regulated Childcare for Children Up to 12 Years of Age. In addition to making sure that information about the child is shared with the parent, the key worker is primarily in charge of the child's everyday well-being.



Source, The Flag Shop, No Date

The Role of the Adult.

According to research, transitions are crucial to early children's development and emotional health, and how those initial transitions are managed may have a big impact on how well the child will be able to deal with change in the long and near term. Early childhood educators need to prepare for and guarantee that children are properly supported through these important transitions. (Walker, E 2022)

A deep connection with children should be possible for practitioners. Children must feel protected and cared for. Making connections can be facilitated by having a warm, affable attitude.

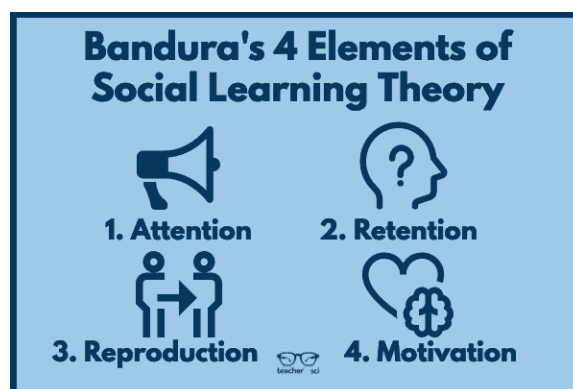
In addition to these qualities, a practitioner should offer a clean and safe atmosphere. where there are good toys and resources, where the days are organised and regulated. There should be a lot of positive interactions, and parents should be totally involved in the education of their children. (PACEY, No Date).

Early Years Foundation Stage (England) says

“Put simply observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer.”

Observations aid the practitioner in determining the child's developmental stage in relation to their age. In order to improve the child's learning and enable them to acquire new skills and knowledge, the practitioner can determine whether the toys and resources are appropriate for the child's ability and if not look at a way forward and new planning. (Early Years Matters, no date)

A practitioner needs to also be a role model to young people. A “Role Model” can be described as someone who sets an example for others and has influence. Many children look to their parents and other caregivers as their most important role models. Children look up to a variety of role models to help them act appropriately in social situations, at school, and when presented with ethically difficult decisions.(AACAP, 2017)



Source, Education Corner, 2022

Bandura developed the Social Learning Theory. The social learning theory says that individuals learn new behaviours by observing and imitating the acts of others.

Not all observations must be live for observational learning to take place It can also happen via seeing actual or imaginary characters in films, television shows or video games. (Loveless, B. 2022)

In order for children to subsequently be able to emulate these behaviours, it is crucial for early years practitioners to demonstrate excellent abilities and behaviours.

Partnerships.

To ensure each child's growth, partnerships with parents and other agencies is a crucial component of the early years. We can put a strategy in place to ensure a smooth transition into Nursery if all parties are able to communicate well. For the sake of the child, it is crucial that all parties build strong relationships.

With Parents.

Dunnet, A, 2017 says that working in tandem with parents and caregivers is crucial throughout the transition to school since they are the ones who know their children the best and will collectively be able to provide a higher standard of assistance for the child and their specific requirements.

With Other Agencies.

Regular observations at home and trips to the setting should reveal any additional needs. To support children when they attend nursery, any additional support, that is deemed necessary, can be put in place.

“Children and their families will access a range of services throughout a child's life. It's vital that practitioners work together to gain a full overview of a child's situation and have a co-ordinated approach to support.” (NSPCC, 2019)

Interventions.

There are numerous ways that a practitioner can use to assist children with their transition into a nursery environment. Even before the child's first day of school good relationships can be built with the child and their family.

Home Visits.

A home visit is a beautiful opportunity for a child's teacher to meet their child and family in their home environment. It starts the process of information sharing and establishing secure bonds, and it helps to establish the interaction between parents, professionals, and children. When parents and children are a little anxious about their first day, home visits help the family transition into the nursery since there are staff they already know and trust.



Source, Pinterest,
no date

All about me.

Parents can receive a "All About Me" page before their children start school. This provides practitioners with important information about the potential likes and dislikes of the specific child. Parents who impart their knowledge about their children can help them succeed in their new learning environment. It could be something as simple as their preferred toy or type of snack.



Source,
Liveworksheets,
no date

Open Afternoon Sessions

Parents and children have the chance to learn more about the new environment they will be attending at these sessions. Additionally, it allows professionals the chance to strengthen their bonds with parents and observe the children to see if they have any additional requirements that may require support.

Bringing to school a favourite toy.

Donald Winnicott coined the term "transitional object" to describe the blankets, plush toys, and clothing items to which young children frequently develop strong, permanent attachments.(Litt, C. 1985). To assist in meeting the needs of the child for attachment, children can bring these objects to the nursery. Until they are no longer required, you can progressively remove them for brief periods of time to a safe location.



Source, Parenting,
Child Development
Resources. 2922

Parent Sessions.

The first step in working with families to help them support their children's learning can be as simple as welcoming them to your school and inviting them to participate in school activities. Encouraging parents to come into school and join in with their children in classroom activities exploring different areas of the curriculum. To determine the kinds of activities that would be suitable for your own families, you should speak with them. (Welsh Government, 2016)

Proposed Outcomes

Wales' schools are now implementing the New Curriculum for Wales. Its objectives are for every child in Wales to be

- Ambitious, capable learners.
- Enterprising, creative contributors.
- Ethical Informed citizens.
- Healthy, confident individuals.

Students should set high goals for themselves and realise their full potential. The curriculum should assist students. wellbeing and good health Students should be aware of their rights and it should reflect diversity. (Welsh Government, 2020)

In Early years settings across the country staff are designing their own curriculum based on the four purposes with the children being at the centre. Article 31 of the United Nations rights of a Child says that "every child has the right to relax, play and take part in a wide range of activities. Children's exceptional capacity for exploration, inventiveness, and decision-making is displayed during play. It might be considered children's work. It is extremely enjoyable for children. According to Froebel, play is the main method by which young children learn. Through hands-on experiences with the outside world, children develop their understanding of it while playing. (Froebel Trust, no date)

Play might serve as a transitional tool. It is important to offer children the chance to form relationships with the people in their immediate environment, such as their teachers, peers, and families. It fosters in them a sense of self-worth and respect for others. Early childhood professionals will be available to support the children and their families through this process in order for the children to be successful and happy.

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