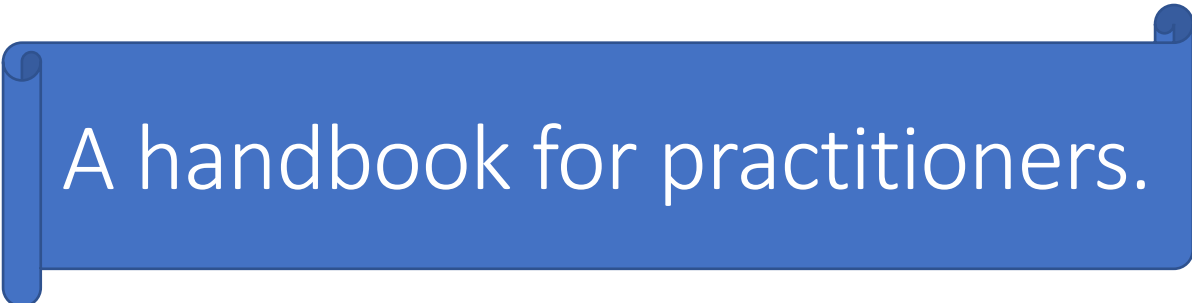




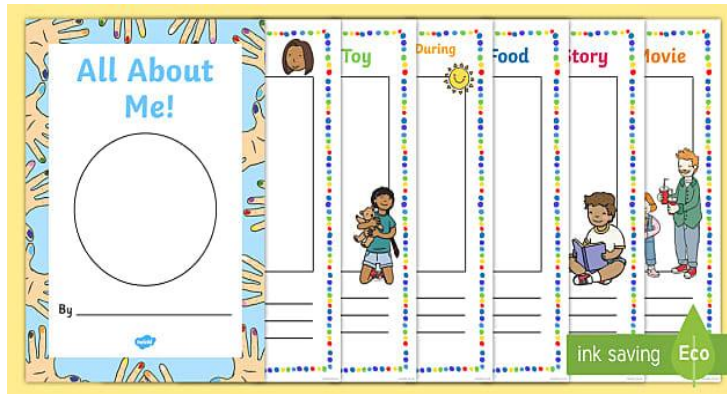
A handbook for practitioners.

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INTRODUCTION

Baker (2020) suggests a transition is a period of change which takes place once starting to move from one significant stage or experience to another. As children progress, they could well eventually face a variety of transitions and significant events that will have different impacts on them. Many of these transformation occasions are common to most children and can usually be expected or predicted, so although others may be unexpected or unanticipated. In all situations, young children will require varying levels of assistance to cope with these changes in their lives. It is critical to remember that transition is a process rather than just a one-time event. Careful plan should be developed ahead of time to expect and meet the needs of the child and their family. Add to that the effect of COVID over the last two years, and we know that this year's transition has the possibility to be far more challenging, but with careful monitoring and preparation, we can all take steps to ensure a positive experience for all. Devon county council (2021). Allingham (2011) suggested Transitions throughout the Early Years is the perfect source to how young children cope emotionally and physically with key stage and setting transitions. This useful handbook Includes a concise definition of transition, Explains the significance of a key person strategy, how to create a realistic environment, and how to work effectively with families during transitions.



(Pinterest)

THE NEEDS OF THE CHILD

When preparing for a classroom, consider that the main objective should not be to assess his or her learning capacity. It's about supporting him or her in creating good self-esteem and confidence. A child's preparedness for school will be assisted by a positive outlook. Oxfordshire county council (2017).

Transitions are significant events in the lives of children and have an important impact on their development. They are excellent opportunities of change, as well as times of new opportunities in the future for every child. They can also be times of confusion, when the environments are different, the expectations and guidelines are different, and the faces are new. Early years matters (2021). Early research of baby and toddler transitions managed to somehow be purely psychological, emphasizing the role of attachment in children's relationships with their care workers and the effect of detachment on children's emotional wellbeing (Dalli 2000). Maslow's motivation theory is known as the "hierarchy of needs." Maslow suggests that humans have five levels of needs, which are prioritised in the following order:

Physiological Needs include I) the need to eat, ii) the need to drink, iii) the need to work, iv) the need to sleep, and v) the need to reproduce.

Belonging Needs – I) the desire to be a part of a group

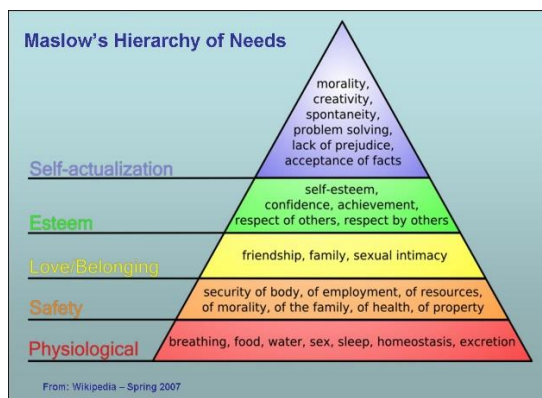
ii) the requirement for acceptance.

Needs for Self-Esteem – I) the desire to feel competent and self - determining;

ii) the desire to be recognised in one's accomplishments.

Needs for Self-Realization – I) the emphasis on personal accomplishment

ii) the requirement to learn and expand. Maslow believes that people will not move down the pyramid of needs only until previous set(s) of needs have indeed been fulfilled. Each young person has the right to make choices, feelings, and desires in all matters affecting them, and to also have their personal views considered and considered seriously. This preference always, as well as during immigration proceedings, accommodation decisions, as well as the children's daily home environment. UNCRC (2019).



(tastessightssounds)

The new curriculum

The Curriculum for Wales guidance is a concise statement of what is required to provide a wider and reasonable education. The four goals represent a common vision and ambitions for every child and adolescent. In order to achieve these goals, we must set high expectations for all, enhance employee

and national fellow human, combat misunderstanding and miscommunication, and start encouraging vital and community - based involvement. Welsh government (2017). The Encouraging Processes Recommendations has been established to support settings and schools in the academic achievement of children ages 3-5, along with learners with additional learning needs (ALN) or profound or multiple learning difficulties (PMLD) who may be at or near the early stages of their educational journey throughout one or maybe more areas. NDNA (2020).

Every child matters

What are the EYFS's four guiding themes and principles?

The Individual Child: From birth, every child is a capable learner capable of being adaptable, capable, self-assured, and identity.

Positive relationships: Children are learning to be strong and confident by growing up in nurturing and safeguard parental support and/or a key figure.

Enabling Environment: The environment is important in trying to promote and widening children's academic achievement.

Learning and Development: Children acquire new knowledge in a variety of ways and at varying levels of intensity, and all aspects of Growth and Teaching are vital and highly integrated. (huggie bears family childcare).

EVERY CHILD matters
on Long Island

Everyone has 15, 30 or even 60 minutes to be a voice for children. If we all do our part and work together we can really, make every child matter.
BE A PART OF THE MOVEMENT!!!

Did you know that on Long Island...



(bing.com).

THE ROLE OF THE ADULT

The Montessori elementary classroom is built around the art of interacting with children. In order to encourage further adventure, practical application, and deep understanding, it is essential to pique people's interest. The position of the educator is complex. Bergamo,t (1976). This is the place to start for almost any early education professional, as it enables you to gain knowledge regarding children 's needs, strengths, and weaknesses.

observing This seems to be essential information around each child so the surroundings can indeed be successfully scheduled to meet the needs and skills among all children. Numerous settings use their own set charts and frameworks for recording and reporting analyses, so that you can recognise together in range of methods. All conclusions operate the same way: Look, Listen, and Note. This can then be recorded in the form of a single image, stories, tracking file, along with a wide range of other sampling techniques. It is critical that all these statements be gathered and then used to apprise the very next process of preparation. Early years career (2015).

Planning Once children interact in lifelong learning, you have always had the ability to engage with them instead than to just make descriptive aspects, which is an important basis of the modern primary education policy changes. This is highly relevant even though your knowledge could very well establish how and why the surroundings is addressed by ensuring. Developing a very well surrounding also requires the organisation of guidelines, limits, and rules of behaviour. When children obey the consequences and what has been anticipated of them, those who will become more self - assured in trying to carry out their experiments. Moore (2020).

Key person Starting to settle Just before children start at an early year setting, the Key Person joins with both the child and their caregiver, whether it be at home as well as in the nursery, to organise an appropriate settling in scheme. Those that investigate trivial evidence about the child, including who seems to be in his\her household, what they enjoy doing, and how they recommend being held. It is also the Key Person's responsibility to welcome the child there at beginning of each session and to assist the parent and child as they say their goodbyes. Fulton,d (2003).

Communication Albert Bandura (1977) believed that young children observe these same multiple different ways people start behaving in his\her environment. The term "framework" applies to people who will be observed. There are several strong people in the world who enclose children. These can also include family and friends, classmates, entertainment character types, or individuals from his\her classroom. Even if they are boys or girls, positive or negative, the type of behaviour displayed by any of these individuals can indeed be imitated and presented by pupils at future stage, yet if acceptable or otherwise. children are also more likely to simulate individuals who they

believe reflect those correspondingly, also including participants expressed by individuals of the same sex. It is possible that when a young person is praised for positive actions, the child will continue in that pattern. It's indeed critical to reward a young person for appropriate behaviour since it helps the children improve self-confidence and awareness.

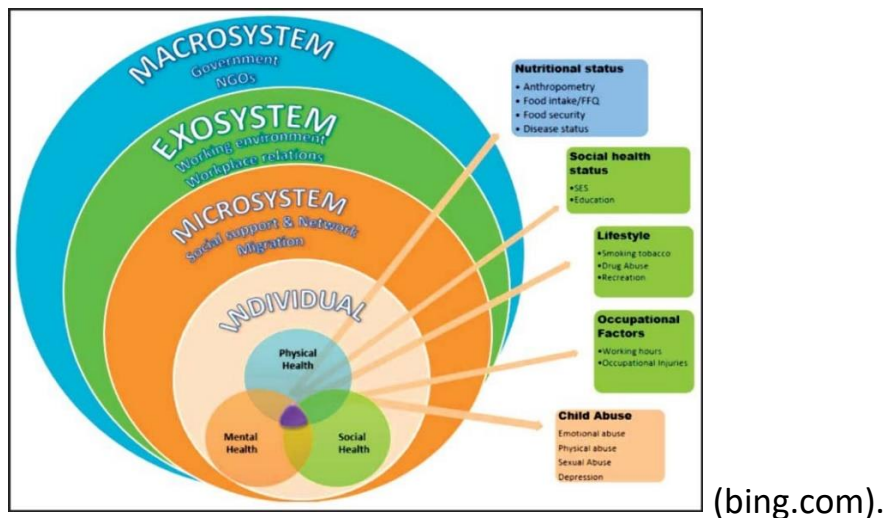


(bing.com).

PARTNERSHIP

Bronfenbrenner's theory demonstrates the diversity of interconnected influences on child development through the various ecological systems. Being cognisant of the settings for which children find themselves can make us more sensitive to differences in how children behave in different situations. A child who regularly intimidates relatively small schoolmates, for instance, may perform the role of something like a frightened defendant at home. Because of these differences, caregivers worried with the treatment of a specific child could perhaps pay particular attention to his/her behaviour and attitude in

multiple environments, and even the level and standard of relationship that exist between any of these environments.



(bing.com).

The four important sections about the Early childhood setting, the obsessive focus somewhat on great significance of mutual recognition communication and connection, an emphasis on children's thinking skills, as well as the effect of observational assessment and supporting documents of children's learning and development all identify the impact that the Reggio Method would have on our thoughts.

The Reggio Emilia Philosophy The study of children's development and reasoning is important to identify how Reggio Emilia's philosophy and pedagogy evolve. Teachers express their approach like an intense study during which children and young people variety of training each other - developing the present, remembering the previous, and looking ahead.

The image of the child. The children at the centre of the Reggio pedagogy is the child who is self-assured in establishing a relationship, who will have their own ideas, who wants to be appreciated and loved for themselves as well as others, and who exemplifies an openness and fully accessible to everything that is imaginable.

Time Importance has been given to setting aside the required time for children and adolescents to stay engaged in teaching methods and relationship building via serious attention to the structure of the day and working week.

Professionals have time to record, think, discuss with colleagues, and communicate with caregivers. Thornton,L and Brunton,P (2009)

INTERVENTIONS

All children have the right to the greatest possible start in life. Too many young individuals experience restrictions that undermine their progress and jeopardise their lifelong comfort and wellbeing. Early intervention can help these individuals and families get the assistance they need to achieve their maximum capabilities. EIF (2021)

Physical development- Physical development is concerned with children's overall health, development, and the appearance or disappearance of a physical impairment, and it serves as the foundation for optimal growth and development in all other areas. Health aspects emphasized by early education actions including improved maternal health, a decrease in chronic illness incidence, and a reduction in childhood overweight and obesity.

Cognitive development- includes the development of children's speech therapy skills, their ability to think critically, their mathematics abilities, and their comprehension of logical problem-solving. Positive academic development is strongly related to a child's academic success and entrance into the employment environment. Early treatment often based on cognitive outcomes such as employee on standard exams, school accomplishment, and chances for higher education and jobs once they leave school.

Social and emotional development- children's knowledge of their own and other people's emotional needs Social and emotional development also includes the growth of children's self-esteem and ability to regulate unpleasant emotions. Social and emotional development is directly linked to a child's capacity to build healthy relationships with others, as well as a lower chance of depression and other mental health problems.

Importance of play

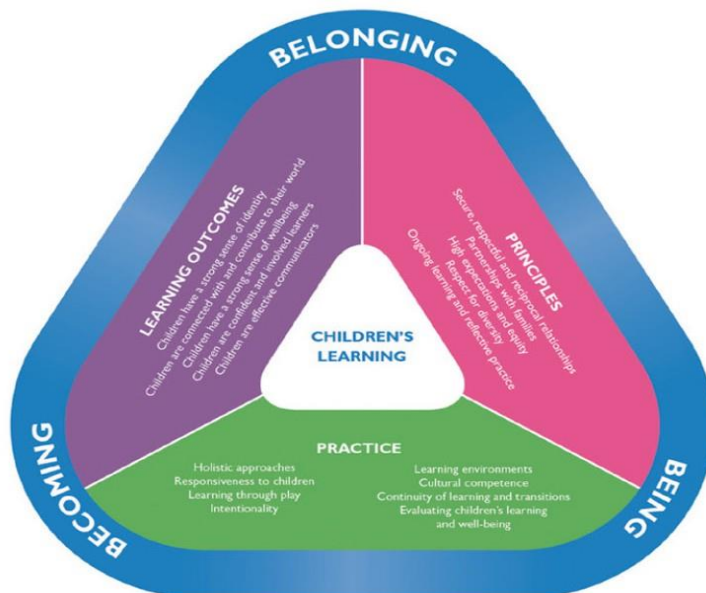
Bringing together the many spheres of children's lives - home, school, community, and broader world – is a core principle of learning through play, ensuring continuity and connectedness of learning through time and across different contexts. Adults in these settings have a vital role in enabling learning continuity and connectedness by noticing, initiating, leading, and scaffolding playful encounters in support of children's agency. UNICEF (2018)

OUTCOME

Children participate in social games that are initiated by adults. They respond to being soothed and exhibit a wide range of fundamental emotions. They go out of their way to study the surroundings and learn fundamental cause and effect. During one-on-one play, their focus shifts between the item and the caregiver. Children have grown more self-sufficient in their learning and are able to adapt to changes in routines. They are becoming more aware of, and sensitive to, the needs of others. They are learning to recognise proper behaviour in various settings and to respond to reason. They are starting to realise that all living beings ought to be treated with care, respect, and attention. They show some

emotional control and frequently adopt the standards of behaviour of people who are close to them. They can meet many personal demands on their own. Children effectively connect, collaborate, and communicate with peers and familiar adults, and seek assistance when necessary. They are aware of their emotions and can express them appropriately.

They have a high regard for people and place a high value on their accomplishments. They have a strong sense of right and wrong and are more sensitive to other people's feelings, opinions, and beliefs. They have comprehended the notion of fair play and are aware of the rules and why they are in place. They are more aware of the implications of their actions and accept responsibility for the decisions they make. They can generally regulate their emotions and deal with disappointment. They understand that in order to keep their bodies healthy, they must eat and drink appropriately. Gov (2018)



(bing.com).

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