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HANDBOOK GUIDE FOR EARLY YEARS PRACTITIONERS DURING TRANSITIONS.



(Source- cattanach, 2017)

“Turning on the television set can turn off the process that transforms children into people” – Bronfenbrenner.

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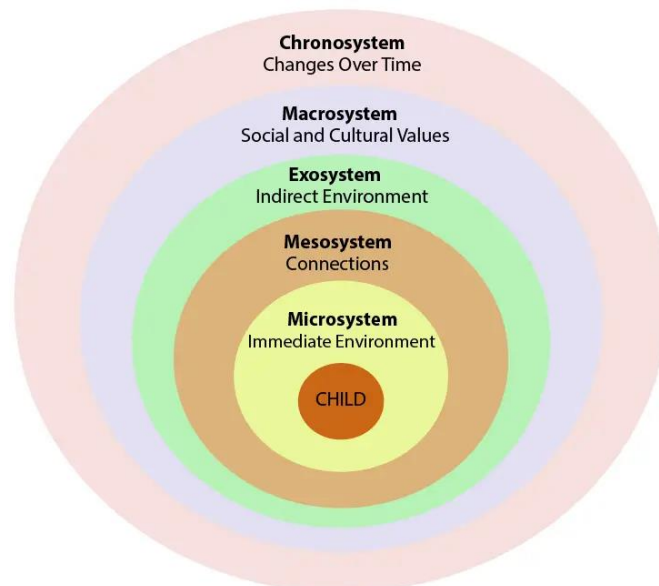
Introduction

The following handbook critically analyses the transitions. What are transitions? According to (early years matters, 2023) “Transition should be viewed as a process rather than an event that involves children, practitioners, and parents together. Transition has been described as an ongoing journey rather than a destination.” This handbook is a great guide for early years key workers, to allow them to have a better understanding on transitions. Why is it important? Birth to 5 matters (2023) emphasises that establishing new relationships, whether with adults or other children, can cause anxiety in many children, especially when it comes to spending time with them. The assistance of their friends and support systems helps shield children from the potentially harmful effects of changes. This handbook can also be a good guide to refer to during practice as it will help improve your quality and understanding on transitions to allow you to benefit and work smoothly with children, families, and other partnerships. This handbook is intended for young children ages 0-2 years, who are making the transition from home to nursery.

Transitions

This is Bronfenbrenner's theory; this theory examines how a child develops in response to the network of interactions that make up their surroundings. He believes that they develop in layers.

Bronfenbrenner's Ecological Systems Theory



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(Source: The psychology notes headquarters, 2022)

Starting with microsystem. Guy-Evans O. (2023) Identifies that the objects in a child's immediate surroundings that come into direct touch with them make up the microsystem, which is the initial level of Bronfenbrenner's theory. It involves the child's closest social circles and surroundings. A child's microsystem can include, for instance, their parents, siblings, classmates, teachers, and neighbours. In a microsystem, relationships are two-way; that is, individuals can affect the child in their surroundings and alter the attitudes and behaviours of others. Development is directly impacted by the interactions the child experiences with these individuals and settings.

For example, a child's cognitive and linguistic skills may be positively influenced by parents who are supportive and who read to their child and engage in educational activities. But children who have friends who mistreat them at school might experience problems with their self-worth and confidence.

The second level of the theory is the mesosystem Rollo. J (2023) believes that the region where the microsystems interact is known as the mesosystem. At this stage, the microsystems are seeming through their interactions rather than as separate things. A parent and their child meeting their classmates would be one example. The bond between the child and parents is reinforced as well as the bond between the friends and parents if the parents encourage and embrace the friendship this could have a positive effect on the child. Whereas there can be issues between the young people, friends, and parents if the parents rejected the friendship. There is interaction and mutual influence between the two microsystems.

The third level of Bronfenbrenner's system is the ecosystem. Science direct (2023) identifies that an exosystem is one or more contexts in which the developing child is not an active participant but where events take place that influence or are influenced by events occurring in the environment in which the developing child is present. A mother may receive a promotion at work, requiring increased travel and attendance at business conventions. Due of this, her partner must take more time to care for the children at home, which means the children have less time to spend with their mother. Though they are not in contact with the mother's workplace, the partner and children are affected by the decisions made there.

Now onto macrosystem following the ecological diagram, simply psychology. (2023) strongly suggest that the macrosystem, which consists of the cultural beliefs, attitudes, and social environments that children are exposed to, focuses on how cultural components impact a child's development. Unlike the preceding ecosystems, the macrosystem refers to the pre-existing society and culture in which the child is developing rather than the unique settings of a single developing child. Children's microsystems are influenced by norms and values that are established by their beliefs about gender roles, individuality, family structures, and societal concerns. Boys reared in patriarchal societies, for instance, may be conditioned to adopt positions of dominant masculinity. Macroeconomic position also has an impact; children from wealthy households are likely to benefit more from schooling than children from poor homes.

The chronosystem is the fifth and last stage of Bronfenbrenner's ecological systems theory.

Over a child's lifespan, changes and transitions are related to the chronosystem. Stress may result from these contextual shifts, which can be expected, like starting school, or unexpected, such parental divorce or moving schools when parents travel for job.

The chronosystem also includes historical events, such as how growing up in a recession may have limited family finances or how growing up in a war vs a peacetime also fits into this system.

This now gives us a clear idea on how transitions have an affect on a child. Or in Bronfenbrenner's theory at what stage, they have an effect.

Piaget also believes that children go through 4 stages of cognitive development.

The first he called sensorimotor stage, he believed that this was between the ages of 0-2 years, then following with pre-operational stage 2-7 years, which was then followed by concrete operational stage 7-11 years, and lastly the formal operational stage which is 12+.

Reynolds, A. (2023) supports that the term “sensorimotor stage” refers to the period between birth and two years of age when babies utilise their senses and physical movements to make sense of the world around them. A new-born will first use simple reflex motions like sucking, flailing arms, or shaking their head to communicate. They investigate their environment and their body using the five senses of sight, touch, smell, taste, and hearing. Babies learn about these encounters and the feelings that various objects extract in them. They also pick up the ability to distinguish between various items, persons, textures, and sights. Children also begin to comprehend the idea of cause and effect currently. They start to recall that various behaviours will have a certain result and application.

Main, p. (2021) identifies that One critical stage in children’s cognitive development is the pre-operational stage. In this phase, young people battle with ideas like the relationship between cause and effect and their thinking is not yet concrete or logical. Their egocentric mindset stems from their incapacity to comprehend other people’s viewpoints.

Furthermore, their reasoning is based more on instinct than on logic, which could result in poor judgement. Children in the pre-operational period are still capable of amazing development and learning despite these restrictions, so it’s critical that parents and teachers provide them the support and direction they require to flourish.

This then leads us onto the concrete operational stage During this developmental period, children’s thinking still tends to be highly concrete, but it also becomes much more logical and complex. Although this is a significant developmental stage in and of itself, it also marks

a critical turning point between previous developmental phases and the next one, which will teach children to think more abstractly and theoretically. Logic, reversibility, and conservation are key concepts that are understood at the concrete operational level. During this phase, children also start to become less egocentric.

Around age twelve, the formal operational stage starts, and it lasts until adulthood. When teenagers reach this developmental stage, they can think abstractly by constructing concepts in their minds independently of concrete objects (Inhelder & Piaget, 1958).

Children tend to reason more abstractly, methodically, and reflectively while they are in the formal operational stage. They are more inclined to weigh the potential effects of any action using reasoning before taking it. He or she can do mathematical computations, applying creative and abstract thinking, and visualising the results of certain activities. This is supported by McLeod, S (2023)

It is believed that there are two types of transitions.

Vertical and horizontal.

Vertical for example is moving from nursery to school, this is an upwards transition.

Horizontal- is everyday transition for example, going from snack time to messy play.

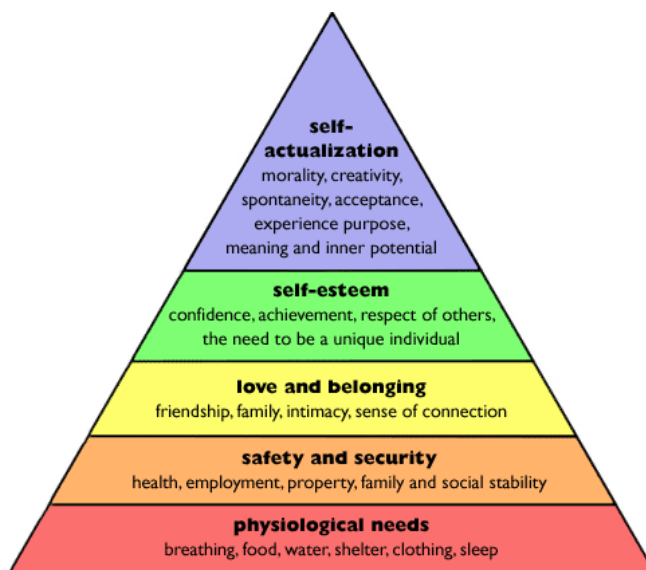
Vogler, Pia; Gina, Crivello and Woodhead, Martin (2008). Maintains that transition ideas are frequently applied in far more distinct and focused contexts, such as in relation to vertical and horizontal. One may consider vertical transitions to be crucial. Transitions between several states or statuses, frequently connected to “upward” changes (e.g., from nursery school to primary school; from primary to secondary education, etc.). Overall Remark 7 also, most studies carried out within the topic of education studies is mostly focused on given the

types of vertical shifts generated inside the setting of official education. In fact, in many secularised cultures, the important Early childhood changes are closely connected to academic establishments (Arnold et al. UNESCO 2006: 14; al., 2007: 2).

Needs of the child

The transition from home to nursery can be a scary time for children, which is why it is important that we know what is needed during this process, A theorist Wincot believed that object's support a child's transition, these can be a range of things, dummies, teddy's, clothing anything that brings comfort and security to the child during these scary periods.

Also developing a secure attachment with both care giver and child can be beneficial, referring to Bronfenbrenner's theory the mesosystem plays a role where the child will feel safe if there is a secure relationship between you and a care giver, this will then allow the child to feel secure, happy and engage with you during this transition.



(Source: Maslow's hierarchy of needs, 2001)

Guy-Evans O (2023) emphasises that, Maslow (1943, 1954) proposed a hierarchy of requirements for humans, with physiological (survival) needs at the base and more imaginative and cerebral "self-actualization" needs at the top.

Maslow stated that before a person can satiate their higher wants, their survival requirements must be met. Because of the environmental and interpersonal impediments that unavoidably irritate us, meeting the requirements linked with a higher level of the hierarchy is more challenging.

During this process, the key people around the child are essential.

These people being.

- Caregivers
- Keyworkers in setting
- Health visitor
- Friends

These are all essential people during this process, these are people that can allow the child to feel safe and secure so they can reach their full potential in their new setting.

Also allowing yourself to get to know the child's routine at home can be useful. This can give the child a sense of comfort sticking to the same routine outside of the house and to also not confuse them.

A recently new project has come into play for children recently which is called UNCRC, this stands for united nations convention on the rights of the child. This now allows the child to have rights and to express themselves how they wish to.

<https://www.unicef.org.uk/>

the following link is a great guide to allow you to understand UNRC.

Role of adult

During this time, many different adults will be involved; if they could all communicate well, it will be a very good outcome for the child. Giving the child, carer, health visitor, or other important early childhood workers your whole attention always is one approach to communicate properly. Always observing your body language. Being receptive and always understanding. Always Considering each child's unique demands; they are all unique and have various needs.

Staff have a key role during a transition, working together with the parent can allow the child to have a smooth transition.

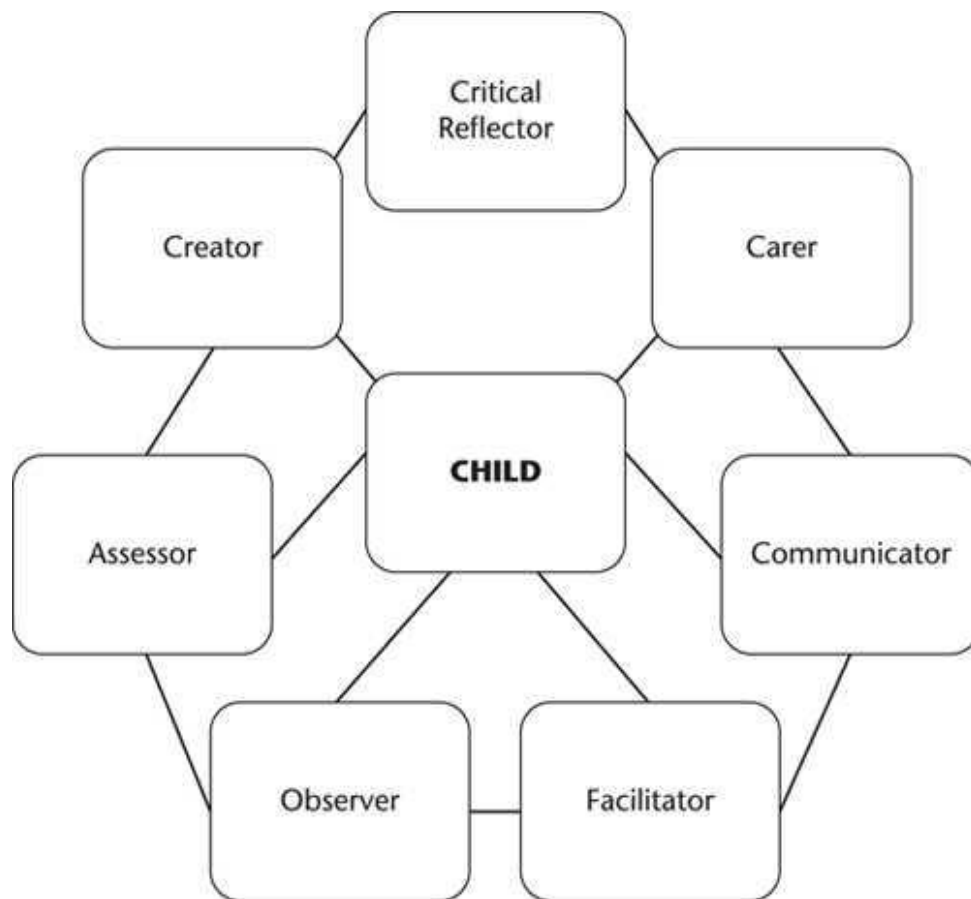
Early Education on behalf of the early year's coalition (2023) strongly agrees that When practitioners visit children in a place where they are familiar, secure, and at ease, they can facilitate transitions more smoothly. At the location where children feel the safest and where they witness their parents and carers forming wholesome bonds, the home is the ideal setting for this. Educators can also pay a visit to the child's existing setting (if they have one) so that children get to know new people in a comfortable environment. To completely understand and respond to each child's and family's wants and concerns, practitioners can gather information from the parents during these times as well as learn about the child, an all about me handbook is a great source to fill in and return to the setting to get a better outlook on the child's needs. Families' concerns should be heard, but they should be discussed away from the child.

In addition to helping, practitioners may help children feel like they belong by creating a loving environment and supporting interactions. In addition, the practitioners are obliged to uphold their safeguarding obligations and make sure the child is protected. Additionally, that while

their time in the environment, the child is content, active, and meeting all their developmental milestones.

Rose and Rogers, (2012) have used the concept of the plural practitioner to represent the several “selves” that comprise the adult function. Thus, it acknowledges the variety of self-perceptions that early childhood educators encounter while working with young children. The seven selves might be compared to the seven hues of the rainbow to best visualise the notion of the “plural practitioner.” Raindrops’ internal reflection and refraction of light split white sunlight into the rainbow’s hues. This process is what creates rainbows. Although the rainbow’s colours are a continuous spectrum rather than a series of separate hues, seven of them are notable enough to receive names.

The adult role has seven unique characteristics, according to this text.



(source: rose and
rogers, 2012)

Partnerships

building positive partnerships is crucial within your setting, this can allow you to build positive relationships to all practitioners involved with the child.

According to the Gov.uk (2023) report, regular contacts between children and adults are essential for the development of all young children knowledge in the three main domains of learning—language and communication, physical development, and personal, social, and emotional development (PSED). Every encounter between an educator and an infant contributes significantly to the development of the information and abilities that infant will require. It is more probable that high-quality encounters will occur when: Practitioners respond appropriately knowing what children already know and are capable of. Practitioners are aware of the curriculum they want child to study ahead of time.

All children engage with adults in sufficient intentional and unplanned ways to acquire the necessary knowledge.

A parent is a child's first source of comfort and support. A parent is a useful person to have partnerships with as they are the only people that have all the answers to the child's needs. During this period, it can also be difficult for the primary care giver of the child, having to trust another person to meet all the needs of the child.

Wheeler and Connor (2009) emphasise that a child's parents are their first and most important teachers. Families and parents are the most significant individuals in children's life. They are the ones who have the biggest impact on kids, especially in the beginning. The social, emotional, and intellectual development of early infants and children is greatly influenced by what their parents do with them at home.

Another partnership that could be a useful source during transitions is early years Wales, since 1961 early years Wales has been one of the largest umbrella companies that support early years settings in Wales.

Early years Wales (2020) state of their webpage Early Years Wales has always encouraged families and parents to be involved in their children's growth. This was the organization's original goal, and we're always coming up with new strategies to make sure that families are taken care of from the time of birth throughout the early years.

We think that to give Welsh children the greatest possible start in life, we must offer services that assist and foster the development of children.

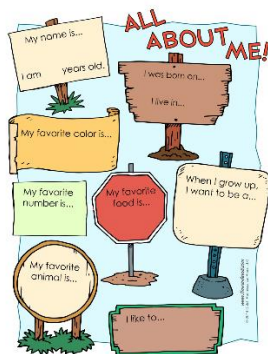
This could be a great source of partnership and can allow you to have connections which will be useful throughout a child's development.

Interventions

As a parent it is always great to know how your child is coping in a new setting without his/her support system, and if they can help with the transition in anyway. A great way to keep family informed about how their child is doing and to also get the families thoughts and views on how they think the child is doing.

As a baby leave's home and enters a nursery setting, they can be learning to crawl, wave, play, these are all development milestones, these are very important milestones. Having these early interventions can allow you to identify if the child needs additional help.

A great way to intervene with the child and family is an 'all about me' booklet, to hand these out during settling in sessions for the family to fill out, this will allow you to read all about what the child likes to play with, what they like to eat, how to settle them. It's almost like a head start on your relationship with the child. It also allows you to ask questions to the family, and to build a firm connection through communication.



(source: timvandell.com 2015)

Another great way that many practitioners would use, is regular meetings with the care giver. Allow them to see where their child is spending time, what resources you have to offer, this could offer great peace to the parents being able to see the environment.

McPartlin (2023) identifies that Now that your child spends hours a day away from you, you might be curious about what they are up to. Like us adults, all children want to learn in different ways and to enjoy a wide range of activities. Parents' evening is an excellent opportunity to learn more about your child's interests so that you may maximise their excitement at home and engage in activities that will foster these hobbies. This is the moment to ask questions if you have any concerns about your child or would want more information about what goes on at the setting.

Purposed outcomes

How do we know that a child has successfully transitioned?

Once the child has completed a couple of settling in sessions and begins to feel comfortable, they will start to show you more of their personality, and engage a lot more, build new relationships within the setting, that may be adult and child relationships, they will be content and happy in their new settling, happy to leave mum at the door and come and play in their setting.

Early childhood education (2023) suggests that when your child enjoys going through their daily routine and getting ready to leave the house. They also look forward to or are enthusiastic about attending setting. When your child arrives to the facility, they are excited to participate and are glad to see you go. When it is time to pick them up, your child is excited to see you but is also content to play longer. If your child is old enough to communicate, they may enthusiastically discuss what they do at their early childhood education programme or perhaps attempt to mimic their experiences at home. It appears that your youngster has developed a bond with one or more employees and is content to see them. These are all signs of a settled in child, along with building relationships, and feeling secure in the setting.



(Source: Born learning, 2017)

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Figure 1.1: *the seven selves of the plural practitioner*. (source: rose and rogers 2012)

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