



## Transition Policy

There are several transitions that children will encounter within their early years. Change and transitions can be unsettling and upsetting to children when in unfamiliar surroundings, introduced to new caregivers or routines. As children develop from birth throughout childhood they move, or transition, from one learning environment or setting to another. At Serenity Early Learning Center, we recognize children learn best when they feel safe, nurtured, and have positive experiences with their caregivers and peers. We aim to develop a caring, professional, and respectful relationship with our children and families. We feel transitioning takes time, preparation, planning and patience.

Adults can help a child by supporting them before, during and after transitions occur. These transitions occur when starting at a new environment, every day transitions from home to daycare setting, transitioning into a new age group and classroom, with a new provider, and transitioning to school. We are committed to assisting our families and children in making these traditions as seamless and comfortable as possible. Transitioning into our center parents and caregivers need to work together, share information they have about the child and what support he or she needs. Transitioning into new care includes a few visits if possible to acclimate the child to the environment, meet their teachers and peers. Additionally, days may need to be shorter to begin with, to allow children to have a positive experience, and to have as little stress placed upon them as possible. We ask that parents have some flexibility during these first days of transition and attendance.

The same patience, planning, and care needs to be implemented for transitioning children into new classrooms. When a teacher is preparing for transitioning a child they will first discuss this with the parents. Children are transitioned into new classrooms according to space availability, age, as well as physical, social and emotional development. When preparing to transition your child will then get to visit the other classroom for short times to meet the teacher

and other children in the classroom and explore and become familiar with the environment. this also allows teachers to gauge when and if your child is emotionally ready to transition to the older classroom.

## We aim to...

- \* Talk to parents about their child before they start in the setting, to become familiar with their needs.

- \* Allow all children to have the opportunity to spend time with the environment and with their caregiver or teacher where possible before starting in the new setting.

- \* Support children through the transitions. This is also to support staff and parents in getting to know each other as well as children, keeping lines of communication open.

- \* Ensure all parents know who their child's caregivers are and by providing a confidential area (staff lounge/ office area) where parents can discuss any concerns.

- \* Provide contact through verbal and written exchanges, as well as the acknowledgement that parents can call the Center to contact the Director and Primary Caregiver/ Teacher.

- \* Inform parents when children are ready for their transition to another classroom and provide the new caregiver/ teacher with information to support the child, alongside with parents, in as smooth a transition as possible.

- \* Have parents complete a one-page profile to assist caregivers/ teachers in providing a smooth transition.

- \* To provide ongoing communications throughout the transition period among staff and parents. Communication is an essential means to aid a smooth transition for each and every child.