# Understanding Transition to School



Foundation of Graduates in Early Childhood Studies

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Kay Margetts



By understanding what transition and adjustment to school involves for children and what influences a positive adjustment



The transition to school involves strong emotional arousal and a new identity or status as the child experiences a shift in self from preschool child to school child. and the associated behaviours or demands of this new role.

The immense variety in children's development and experiences makes each child's transition to school unique.



Adjustment to school depends on the child possessing a range of skills and behaviours that help them adapt to the new environment.

- Social skills cooperation, assertion, self-control
- behaviour hyperactivity, externalising, internalising
- academic skills literacy, numeracy, parent involvement



# Factors that influence children's adjustment to school

#### relative age

older children are slightly more academically competent than younger children

#### gender

boys generally have more difficulty adjusting to school in terms of social skills and problem behaviours

### transition activities

transition programs with many opportunities for children and parents to familiarise themselves with the school environment and its expectations

## familiar playmate in the same class

when children know other children and establish friendships they adjust re easily to school

# Factors that influence children's adjustment to school

#### attendance at preschool services

children who attend 3-year-old and/or 4 year-old preschool have less difficulty adjusting to school - social, behaviour, academic

# prior to school care

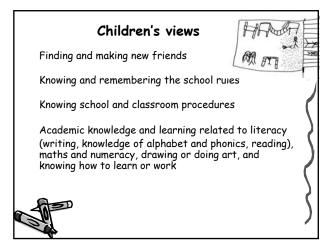
more extensive non-parental childcare has a negative influence on children's adjustment to school

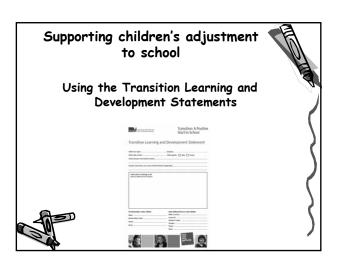
### language/s spoken at home

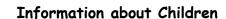
children who do not speak English at home have more difficulty adjusting to school, than children who speak English alone or in combination with another language.

#### outside-school-hours-care

Dhildren who attend before school hours care in the early eeks of schooling have more difficulty adjusting to school







strengths
interests
dispositions
ways of learning
what they know
challenges
what seems to help children
general experiences - at home, outside home, ECCE
what they think about starting school
how they will adjust to school

What information could be provided in relation to the 5 broad learning outcomes of the Framework?

identity

community

wellbeing

learning

communication

# Information that could be provided in relation to the 5 broad learning outcomes of the Framework

identity- attachment, esteem, interdependence, self-regulation, empathy, respectively need for prompts/praise

community- cooperate, negotiate, fairness, concern, assist others,

well-being- confident, cope with frustration, physical skills, health, eating, happed coping with the unexpected, responsiveness to new things, follow reasonable instructions

learning- curious, persist, think, collaborate, question, logic, remember, initiate attend

COMMUNICATION- language, listen to others symbols patterns tools literacy

COMMUNICATION- language, listen to others, symbols, patterns, tools, literacy, maths, create, arts, technology, talk about own experiences/share ide



What else will be useful?

# To what extent are your statements 'positive' and useful?

Sarah shows awareness and empathy for the feelings of others

David is easily distracted in whole group sessions David concentrates well in small groups

Yen Po sometimes has difficulty separating from his mother

Yen Po sometimes needs support separating from his mother

Yen Po sometimes needs support separating from his mother - for example by being given a classroom task such as feeding the fish

# More information?

http://www.education.vic.gov.au/earlylearning/

http://extranet.edfac.unimelb.edu.au/LED/tec



# Transition to School

Transition programs should be based on a philosophy that children's adjustment to school is easier when children are familiar with the new situation, parents are informed about the new school, and teachers have information about children's development and previous experiences, and school experiences can be adapted to minimise changes and discontinuities (Margetts, 2002, p113).

Transition programs should create links between, and actively involve children, parents, families, teachers, early childhood services, school and the local community (Margetts, 2004).

