

**PATHWAYS TO SCHOOL AND KURA POLICY**

**RATIONALE**

At Flying Kiwi Preschool, we recognise that primary school learning environments are quite different to early childhood settings especially in terms of expectations, structures and routines. Our aim is to prepare tamariki emotionally, socially, cognitively, and physically for school. We aim to empower tamariki with a love of learning so that the transition from Flying Kiwi Preschool to primary school is as smooth as possible.

**TE** **WHĀRIKI**

***Contribution/Mana******tangata-Goal******3:*** Tamariki experience an environment where they are encouraged to learn with and alongside others.

**Licensing** **Criteria** **for** **Early** **Childhood** **Education & Care Services** **2008**

**Curriculum:Professional** **Practice**

·**C1:** The service curriculum is consistent with any prescribed curriculum framework that applies to the service.

**·C2:** The service curriculum is informed by assessment,planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning,their interests, whānau, and life contexts.

**·C3:**  Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.

**Curriculum:Children** **as** **Learners**

·**C10:** The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

**PROCEDURES**

* Kaiako will provide many different learning experiences which guide tamariki in their eventual transition to school. Prior to attending primary school, kaiako encourage self-help skills, concentration span, and respect for kaiako, self, peers, and equipment. This will support tamariki to develop social competence and understanding of appropriate behaviour both at Flying Kiwi Preschool and at school.
* Curriculum, activities and experiences that are developmentally appropriate, stimulating, and engaging are offered, honouring what tamariki can presently do, as well as valuing the diverse skills needed when going to school.
* Kaiako will engage in meaningful, positive interactions to enhance tamariki learning and nurture reciprocal relationships, to support tamariki as they make the transition from Flying Kiwi Preschool to school.
* The curriculum will be informed by assessment, planning, and evaluation that demonstrates an understanding of tamariki learning, their interests, whānau, and life contexts. This learning will be documented and tamariki will take their individual discovery book as a keepsake from their early childhood years and as a tool for knowledge sharing with new kaiako, to build on the learning experiences that the tamariki brings with them.
* The practices of adults providing education and care demonstrate an understanding of children's learning and development,and knowledge of relevant theories and practice in early childhood education.
* Our kaiako make every effort to visit the local primary schools, and new entrant kaiako are encouraged to visit Flying Kiwi Preschool. We encourage communication between centre and school.
* Kaiako share with whanau information they know or have accessed about primary schools.
* We recommend that mātua discuss school options and possible transition periods with their key kaiako at least six months in advance for planning purposes; recognising tamariki do not legally have to attend school until they are six years old.A specified leaving date will be given by mātua in writing.
* Mātua are recommended to enrol their tamaiti in their chosen primary school six months in advance of start date.
* Transitional school visits will be recorded in the daybook and on the enrolment form.When possible key kaiako will be available for the tamaiki visits to school in consultation with mātua.
* We recommend tamariki have the opportunity to bring a backpack to Flying Kiwi Preschool, so they become familiar with it prior to starting school.
* Tamariki are encouraged to bring and share photos from school visits where possible.
* Kaiako have discussions with tamariki about the differences between Flying Kiwi Preschool and primary school. Books, pictures, and excursions are also used to give tamariki some insight into what to expect.
* The curriculum is informed by assessment, planning, and evaluation that demonstrates an understanding of children's learning, their interests, whānau, and life contexts. Tamariki take their individual discovery book as a keepsake from their early childhood years and as a tool for knowledge sharing with new kaiako, to build on the learning experiences that the tamaiti brings with them.

**Date approved:**

**Review date:**