

Transition to School

**OLPS West Pymble
Thursday 26 August, 2021**



Acknowledgement of Country

We would like to acknowledge the traditional owners of the land that our school is on, the Terremerragal people of the Eora Nation. We would like to pay our respects to Elders past and present, there is so much we can learn from them.

This always was and always will be, Aboriginal land.



Who are we?

Sue Host

Principal of OLPS



Emily Channell

Early Childhood
Coordinator

Literacy Coordinator



Agenda

- Starting school in NSW
- Transition to school
- Best Start Assessment
- Literacy
- Numeracy
- What can you expect as parents?
- Top 10 tips for a successful transition to school

Basic Assumptions

You are the world expert in your own child!

You are the best person to make decisions about your child's education.

Preschools and schools exist to support and nurture your child's education.

Starting School Age in NSW

The age requirements for starting school are as follows:

- The child must have turned 5 years old by 31st July.
- All children in NSW must be enrolled by 6 years of age.

If you are unsure, speak with the educators at your child's prior to school education setting and the principal at the school at which they are enrolled.

Transition to School

A successful start to school is linked to later positive educational and social outcomes. We know that the transition to school has been successful when children and families report a sense of belonging and engagement at school. Children, families, educators, other professionals and communities have important roles in supporting positive transitions to school.

Transition to school is a dynamic process of continuity and change as children move into the first year of school.


Position Statement - Charles Sturt University



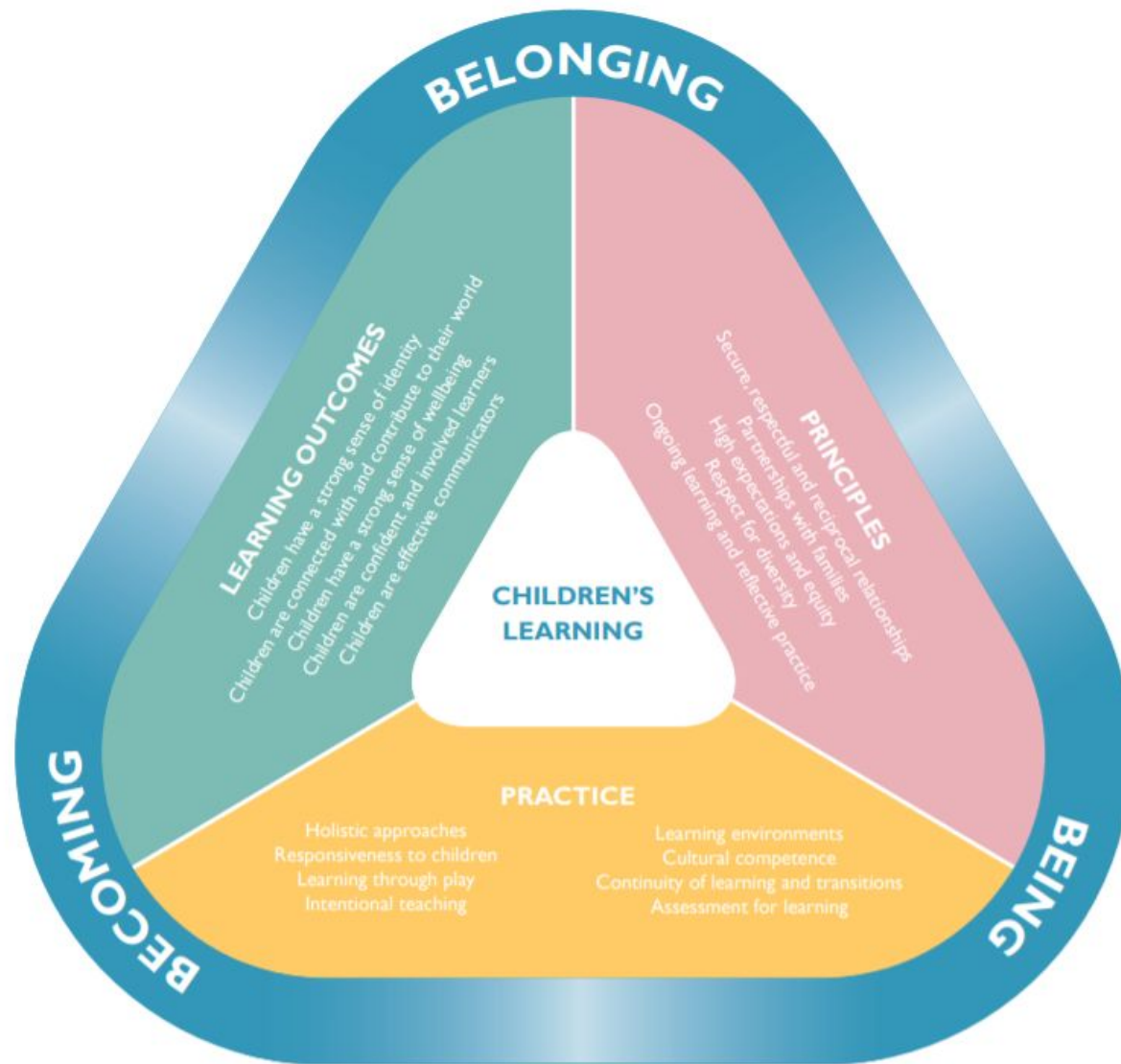
Continuity of learning and transitions

Children bring family and community ways of belonging, being and becoming to their early childhood settings. By building on these experiences educators help all children to feel secure, confident and included and to experience continuity in how to be and how to learn (Framework, p.16).

At OLPS we are committed to ensuring a positive transition for all students from prior to school settings.

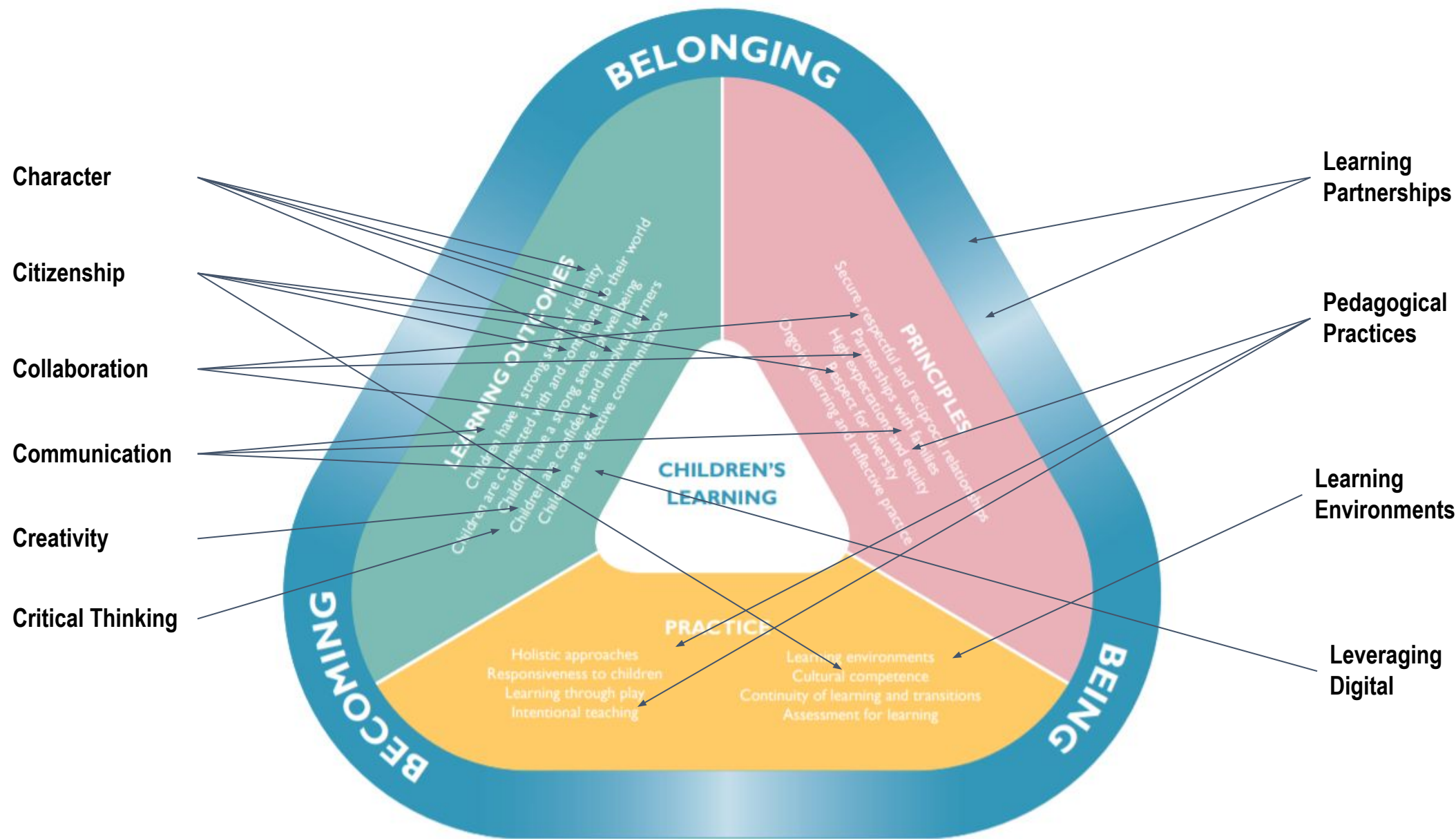
- LEAP into Learning program
 - School transition program
 - Understanding of the Early Years Learning Framework
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The Early Years Learning Framework

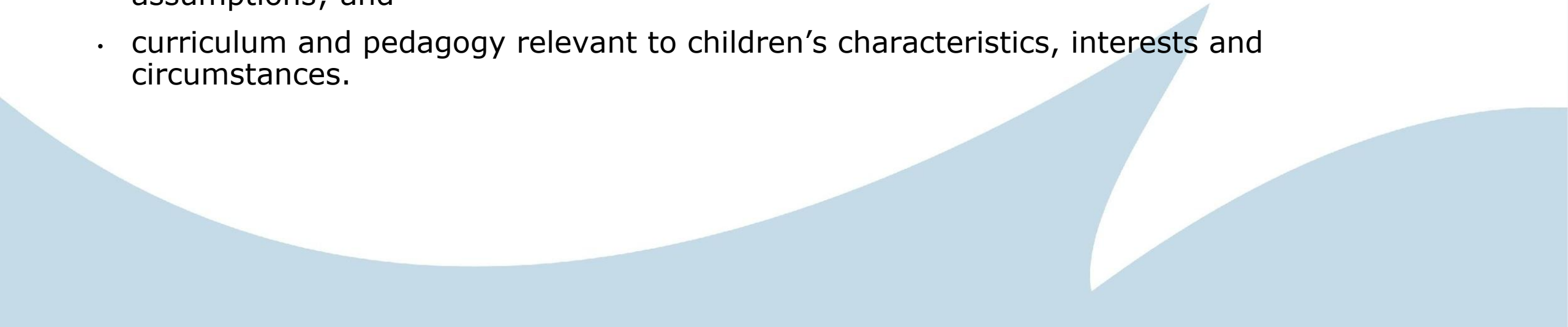


New Pedagogies for Deep Learning





At OLPS, we acknowledge the importance of:

- understanding of all children as competent, capable and creative, who have already learned a great deal before they enter school, regardless of their context or backgrounds;
 - acknowledging and supporting children as active participants in their own transition and learning;
 - recognising and valuing the strengths of all involved in transitions to school;
 - genuine partnerships involving reciprocal, responsive, respectful relationships;
 - critically reflecting on established policies and practices and their underlying assumptions; and
 - curriculum and pedagogy relevant to children's characteristics, interests and circumstances.
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Kindergarten Best Start Assessment

The Best Start assessment is used in schools to assess students' early literacy and numeracy skills.



The Best Start Kindergarten Assessment is designed to:

- ☐ be a one-on-one assessment for all Kindergarten students upon entry to school.
- ☐ be supported by software that captures student information to support future planning.
- ☐ provide teachers with information to plan for differentiated teaching and learning.
- ☐ provide the best possible start to formal school education for all students.
- ☐ identify each student's early literacy and numeracy skills.

LANGUAGE and LITERACY are EVERYWHERE!



What are some ways parents can support their children's learning for school?

Children make meaning of the world through language:

- Language enables us to construct experiences
- Language enables us to build relationships
- Language helps us all make sense of the world
- Language is always learnt in dialogue and connecting with others

How every child can thrive by five



Learning through play

Play provides opportunities for children to learn, as they discover, create, improvise and imagine. Children's immersion in their play illustrates how play enables them to simply enjoy being (Framework, p.15).

Rich, purposeful play contributes to the development of literacy through:

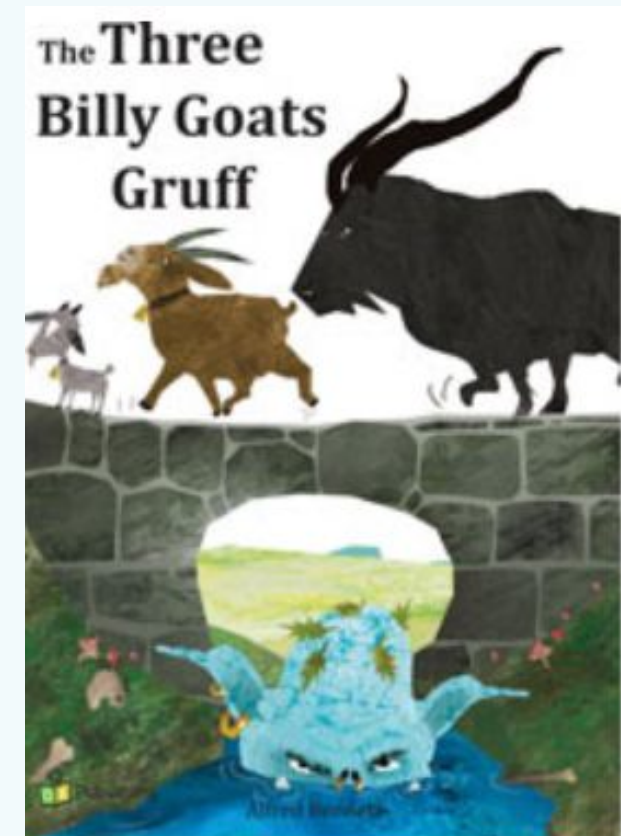
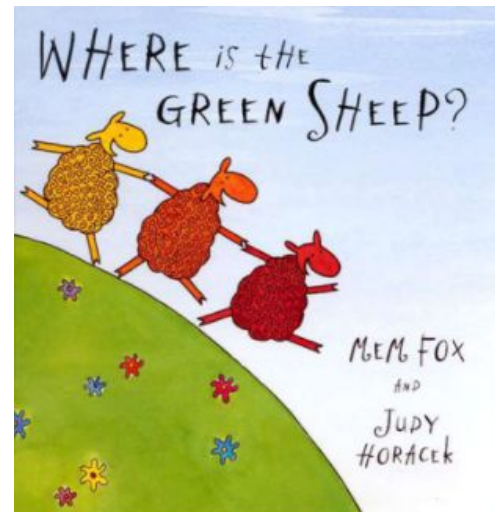
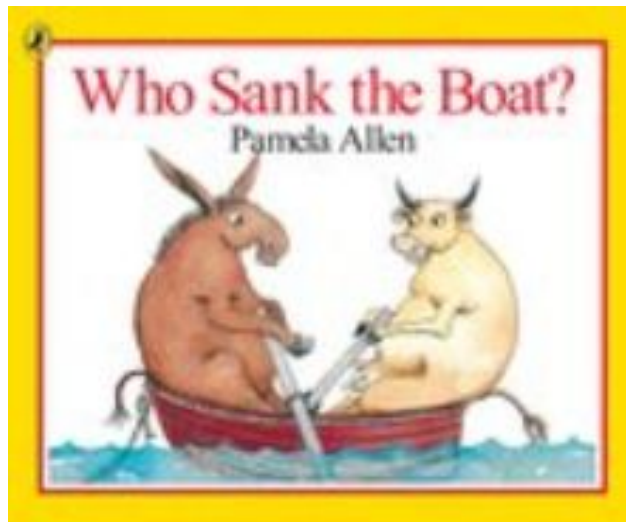
- **oral language**—using language to script the play, negotiate, describe imaginary props or act out different roles
- **metalinguistic development**—naming and renaming objects
- **understanding** of authentic purposes of reading and writing
- moving children into their '**zones of proximal development**' where they use increasingly complicated language (Bodrova, 2007)



What are some ways that you can prepare your child for school in the area of Literacy?

Understanding Text

- Demonstrates interest in texts
- Recognises illustrations in texts
- Recognises some icons or symbols from the environment.
- Listens to texts read by an adult
- Repeats fragments of the text
- Invents a spoken text based on images
- May retell important parts of the text



Phonological Awareness (the sounds of language-single sounds, blends, syllables, onset and rime)

- Joins in rhymes, chants and songs
- Repeats sounds, words, sayings, poems
- Completes familiar phrases in texts
- Segments a short spoken sentence into 3-5 words
- Orally blends and segments words with 2 & 3 syllables
- Provides a word when given a starting phoneme

Consistently says the first phoneme of a spoken word:

- listens and indicates words that end the same (rhyme)

Word Reading & Fluency

- Indicates letters and words in a variety of situations in the environment
- Knows their own name and can possibly write their own name and the names of family members.



Creating Text

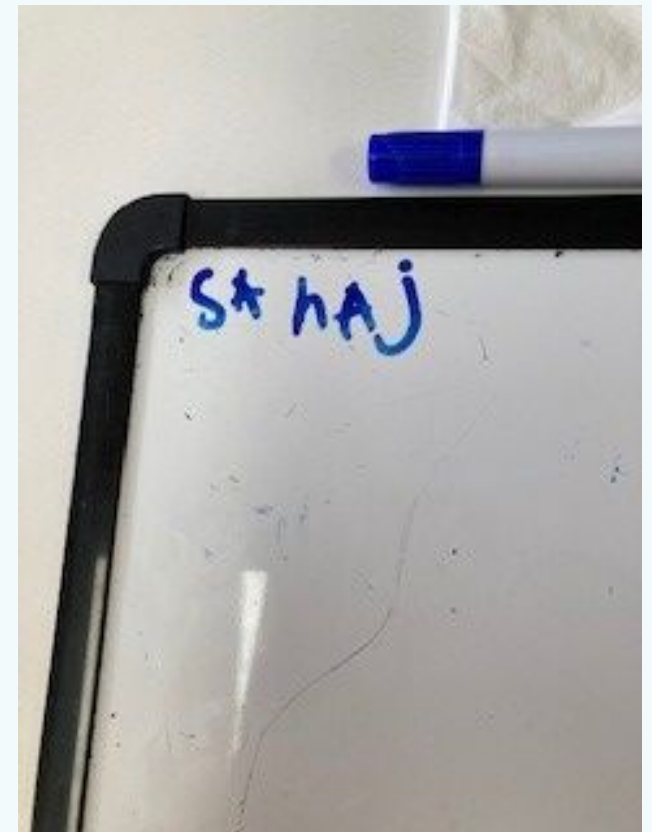
- Produces simple handwriting movements
- Experiments with pencils, writing implements or devices
- Writes letters which resemble standard letter formations



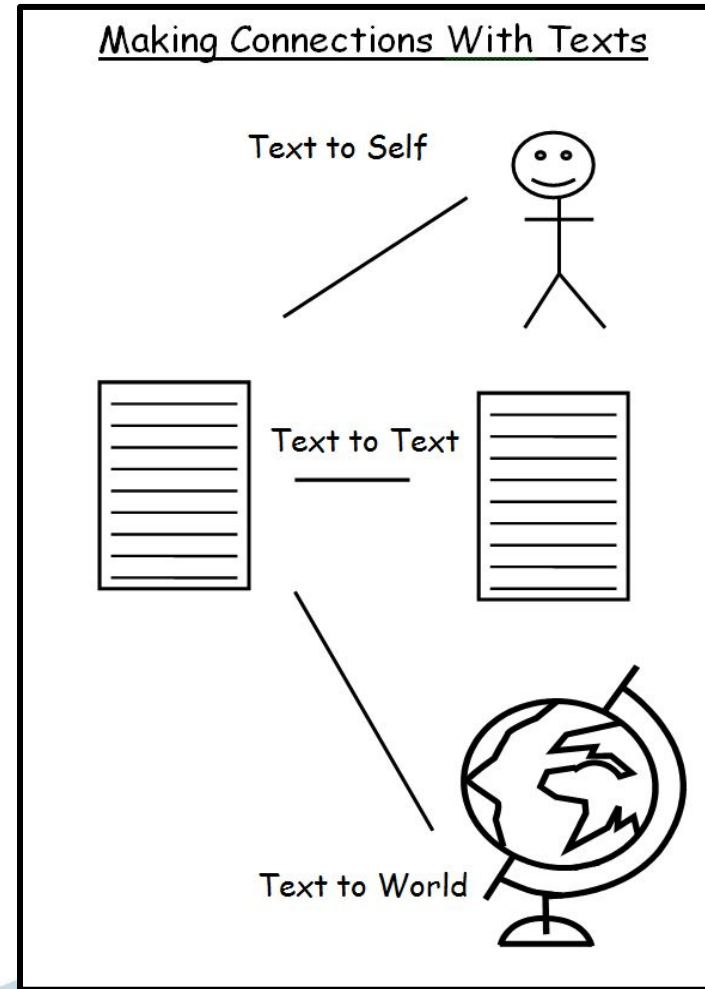
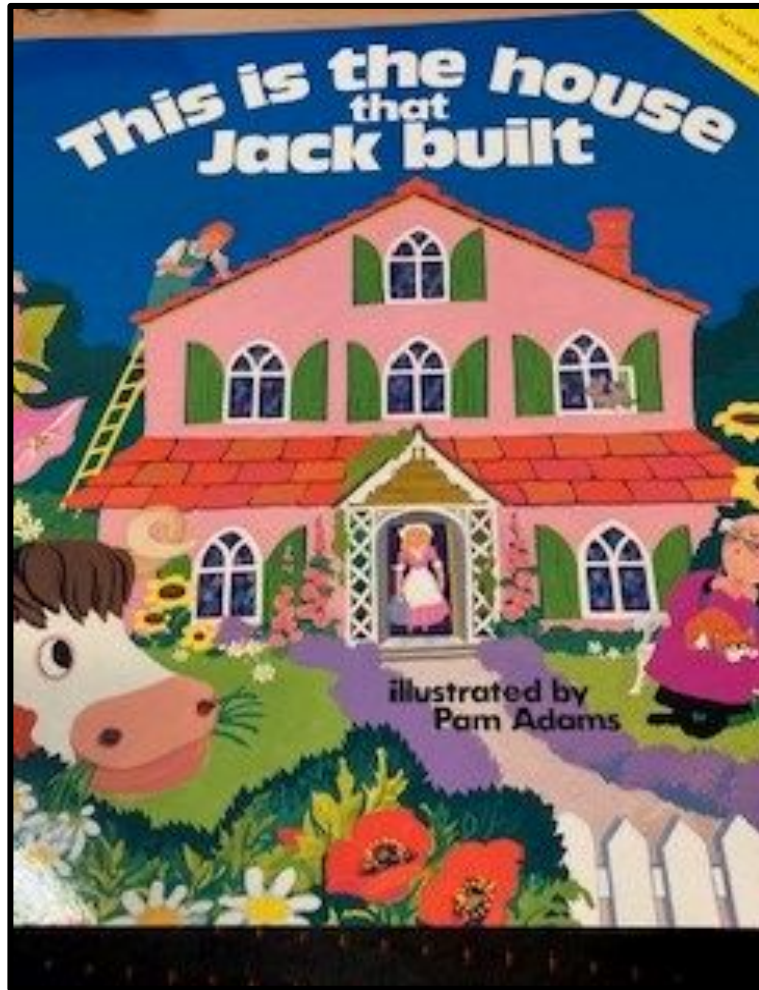
Be aware: Capital Letters, Pencil Grip and Letters (Names, Sound, Uppercase and Lowercase)

Spelling & punctuation

- Writes letters to represent words
- Spells own name



Making Connections





MATHS IS EVERYWHERE!

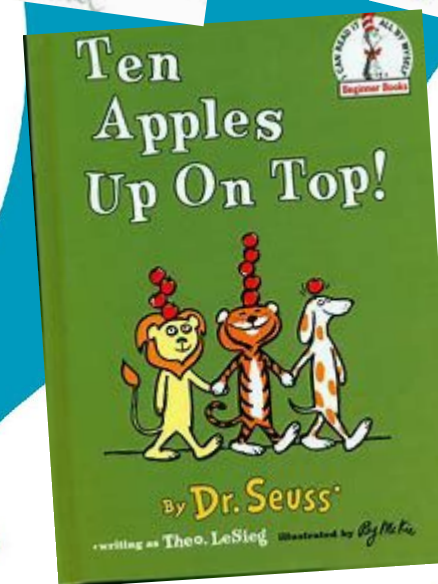
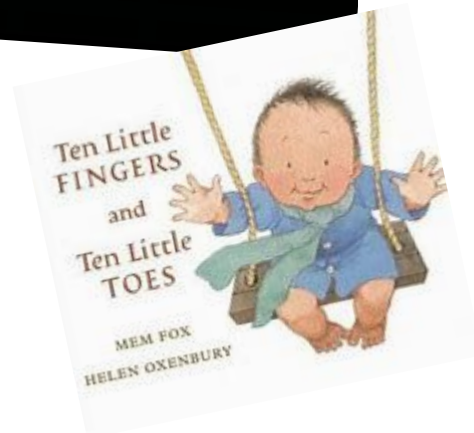
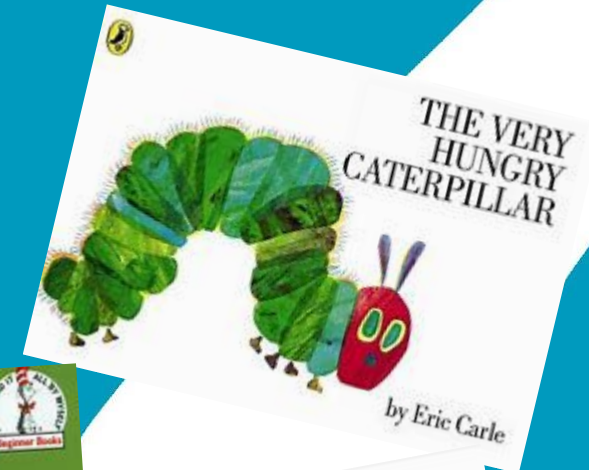
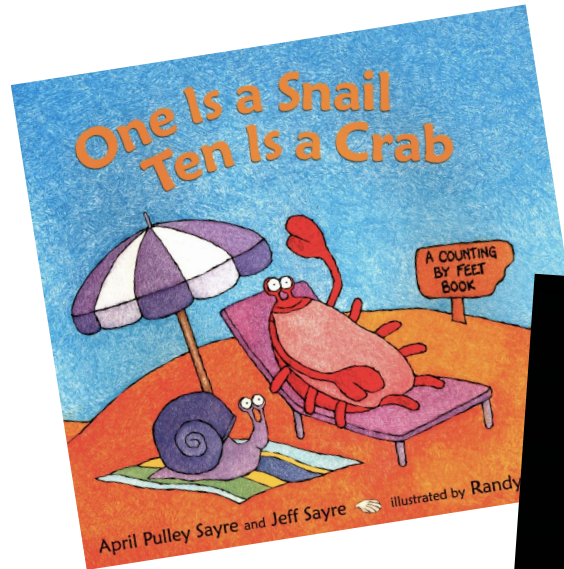
Children experience mathematics in their world!

They need support and guidance to:

- develop the **vocabulary** to describe their experiences in order to
- explore the **concepts** they are experiencing.

**Encouraging talk and
mathematical vocabulary
is most valuable.**

Engage in Maths every day



MATHEMATICAL CONCEPTS

The mathematical ideas and knowledge that children will be exploring may include:

- **Number sequence**
- **Number as symbol**
- **Number as quantity**
- **Combining collections and separating collections**
- **Measurement**

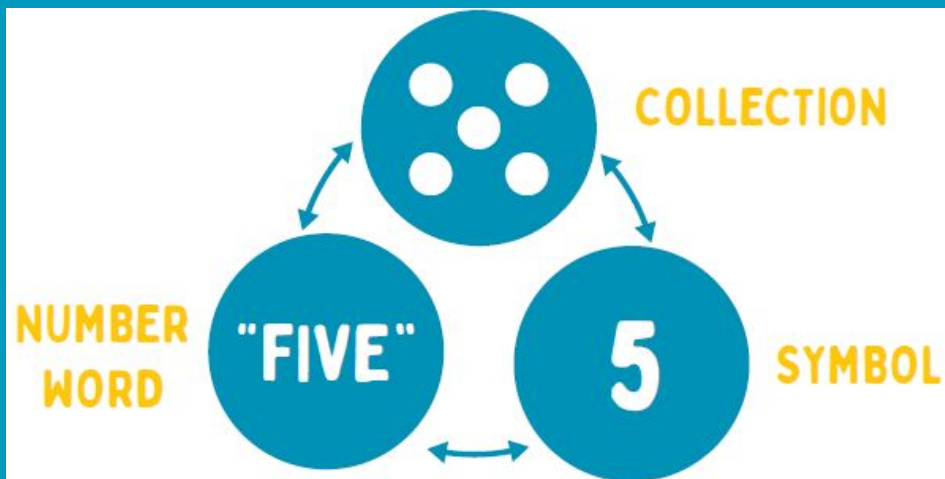
MATHEMATICAL CONCEPTS

- **NUMBER SEQUENCE** – saying the name of numbers in sequence, 'singing the song' of counting; "one, two, three, four, five ... and so on"



MATHEMATICAL CONCEPTS

- **NUMBER AS SYMBOL** - Recognising the symbols to match the words, e.g. says "five" when they see "5"
- **NUMBER AS QUANTITY** – recognising that the number name represents an amount, e.g. "there are five blocks in my tower". (cardinality)



COLLECTION (quantity)
SYMBOL (numeral)
WORD (name)

Children develop number concepts through their experiences by building understanding of the relationships between these.

Fuson et al. 1997

What can we expect as parents?

- Emotional ups and downs as your child transitions to school
- Tired children. Cut back on extra curricular activities!
- Changes in diet or eating habits.
- Keep up with the school communications- from the teacher and the school
- Build new friendships within the community - parents and children alike - Try to connect with your child's class group.
- Social events
- Establishing new routines - school drop offs and pick ups amongst other family commitments.
- Connections to your local community eg, Parish, sporting groups etc

TOP 10 TIPS FOR TRANSITION TO SCHOOL

- 1- TALK! - DEVELOP A CURIOSITY AND ENCOURAGE QUESTIONS.
- 2- HELP BUILD RELATIONSHIP SKILLS - E.G. ENCOURAGE TURN TAKING
- 3- ENCOURAGE ACTIVE LISTENING
- 4- REWARD PERSISTENCE RATHER THAN ACHIEVEMENT
- 5- HELP DEVELOP FINE MOTOR SKILLS THROUGH PLAY.

TOP 10 TIPS FOR TRANSITION TO SCHOOL

6- DEVELOP GROSS MOTOR SKILLS THROUGH FUN PLAY.

7- DEVELOP SKILLS OF INDEPENDENCE, WHILE FOSTERING ASKING FOR HELP.

8- PROMOTE A HANDS ON APPROACH TO LEARNING.

9- PROMOTE EMOTIONAL REGULATION- HELP STUDENTS BUILD STRATEGIES TO CALM DOWN AND PROBLEM SOLVE.

10- EARLY LITERACY AND NUMERACY SKILLS THROUGH PLAY.

ANY QUESTIONS?





THANK YOU!

References:

NESA, *Mathematics K-10 Syllabus*;

Gervasoni, A. (2015) *Extending Mathematical Understanding Intervention*;

Fuson et al. (1997) *Children's Conceptual Structures for Multidigit Numbers and Methods of Multidigit Addition and Subtraction*.