

TRANSITION POLICY

PURPOSE

This policy is applicable to all children enrolling or already enrolled in Early Learners, Cycle 1, 2 or 3 program at Melbourne Montessori School.

The following process has been put in place as a guideline for teachers and parents to ease the transition of children into Early Learners, any Cycle, from Cycle 1 to Cycle 2, from Cycle 2 to Cycle 3 and from Cycle 3 to secondary school. The concept of transitioning children is to be discussed with families before enrolment at the Melbourne Montessori School so that families understand that each child's development will be individual based on sound educational criteria. This will be communicated via the Broadsheet, website, in parent information sessions, personally, via email, mail or telephone or other means as deemed appropriate.

DEFINITIONS

- Transition – The journey for an individual child to physically and emotionally move from one classroom to another
- Orientation – An introduction to guide the child into their new surroundings
- Parent and Toddlers: 0 – 3 year old program
- Early Learners: 2 – 3 year old program
- Cycle 1: 3 – 6 year old program
- Cycle 2: 6 – 9 year old program
- Cycle 3: 9 – 12 year old program
- Cycle 4: 12-15 year old program
- Cycle 5: 15-18 year old program

SCOPE

1. Transition from within the School
2. Transition from an external School

1. Transition from within the School

- 1.1 The current teacher identifies a child for transition. The whole development of the child is considered – socially, emotionally, physically and academically. Room allocation is determined in consultation with the relevant staff at this time. Some indicators of readiness for transition are the ability to initiate, extend, organise, self direct and control and complete tasks. Often the child will express the desire to transition. Readiness for transition is not solely based on the age of the child and will only take place at the start of Terms 1 or 3.
- 1.2 The decision regarding the room allocation of a child ready to transition will be based on a combination of the following factors:
 - Montessori philosophy and the experience of the child.
 - Gender ratio
 - Age and year level ratios
 - Social groupings
 - Specific learning differences
 - Siblings
 - Existing enrolment numbers in the rooms
 - Other factors as deemed relevant
- 1.3 The receiving teacher will undertake an observation of the child. Several observations may be required and may be made in a variety of locations and situations such as the playground and classroom, specialist classes and at different times of the school day.

- 1.4 The current teacher fills in the notes on the Transition to New Cycle Assessment form. The form is taken by the receiving teacher and they add their own notes during an observation or afterwards. This is followed by a meeting between both teachers who fill out Transition Notes. Should the need arise, the LDU Co-ordinator will be included.
- 1.5 A decision is then made by the receiving teacher in consultation with the current teacher as when to proceed with transition.
- 1.6 The parents are consulted, by the current teacher as to their thoughts on transition.
- 1.7 Parents are informed when the teachers feel the child is ready for transition. This is to be done by the current teacher who will also support parents across the transition.
- 1.8 Decisions as to the specific times/dates of transition are to be made by the current and receiving teachers. This information may be given to the Office for preparation of a Transition Letter to Parents or communicated directly to parents by the current teacher. Details should also be forwarded to the Office for administrative purposes such as updating class lists and fees invoicing.
- 1.9 Consideration is given to the fact that the child may find the actuality of transition difficult – Discussion between all parties will be ongoing. Transition arrangements may alter due to unforeseeable circumstances.
- 1.10 All documentation regarding the student is to be handed over to the new Teacher in the Handover Meeting.
- 1.11 Transition is variable and may take some time.
- 1.12 Individual transition plans will be written for each child.

2. Transition from an External School

- 2.1 Interview of child and parent/s with Principal
- 2.2 Montessori philosophy and curriculum will be discussed
- 2.3 Request for previous school's reports and specialist reports where applicable
- 2.4 Pre-enrolment document copy to receiving teacher
- 2.6 Observation of class by child/parent
- 2.7 Trial of any child aged 7 or older (refer to the Enrolment Policy)

REVIEWED: 2017

**LINKED WITH:
Enrolment Policy**

Transition to New Cycle Assessment

To be completed by both current and receiving Teachers

Date: _____

Name: _____

DOB: _____

Teachers: _____

Indicators				Comments
Social/Emotional Development				
• Behaviour				
• Listening skills				
• Participation skills				
• Independence				
• Concentration				
• Socialisation				
• Confidence				
• Focus				
Motor Development				
• Fine Motor				
• Gross Motor				
Physical Attributes				
• Eye-hand co-ordination				
• Balance				
• Movement around room				
• Body control				
Cognitive Development				
• Memory				
• Sequencing				
• Classification				
• Size/shape				
• Numeracy				
• Time				
• Spatial awareness				
Language Development				
• Spoken				
• Written				
Other				
STRENGTHS				NEEDS

Has requested to commence full-time Yes No N/A
 Key: ✓ Sometimes ✓✓ Often ✓✓✓ Always

TRANSITION NOTES

Name: _____

Cycle & Room currently enrolled in: _____

Date of Birth: _____ Current age: _____ Date: _____

**Current Director notes
(to be completed by current Director)**

**Receiving Director Notes
(to be completed by future Director)**

**Transition Plan
(current & future Directors)**
