

Child-to-School (Sending)

The transition to formal schooling can be exciting because the child is moving to something new that the adults in his or her life regard as important. He or she may be apprehensive about leaving familiar people and routines and facing the unknown. A child entering a new program must learn to cope with an unfamiliar place, changes in expectations, a new role, peer group, and authority figure, and many new experiences. If not handled well, these new experiences and relationships may be stressful for the child. This section emphasizes practices to help make transition an exciting event with a high level of comfort. These practices help foster positive attitudes toward school and learning, foster positive teacher-child relationships and help children develop and maintain positive relationship with peers.

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Orientation to new setting	Early care representative/ teachers collect information from the new setting that the majority of the children will transition into and share this information with the families.	Early care representative/ teachers collect information from the various new settings that children will transition into and share this information with the families.	Early care representative /teachers provide multiple and varied opportunities for child to become familiar with the new settings /teachers/future classmates.
	Pre-kindergarten teachers intentionally address the differences between the pre-kindergarten and kindergarten settings with the children in their class.	Some elements that are similar to formal school environments and routines, are incorporated into the pre-kindergarten environment a few months prior to the transition into formal school.	Pre-kindergarten teachers intentionally partner with formal school teachers to incorporate elements that are similar to formal school environment and routines a few months prior to the transition into formal schooling. Elements might include: instructional practices, songs and finger plays that will be used in formal school settings, specific materials etc.
Current Practice:			

What's working:			
What can be improved?			
Ideas for next steps:			
Orientation to child	Early care representative/ teacher provide some information about the child to the new setting.	Early care representative/ teacher has information exchange policies with receiving schools and sends information to children's new setting.	Sending and receiving schools meet to disseminate information and provide information (where appropriate) that will be used in instructional and transition planning.
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			

Companion resources can be found at www.pakeys.org. or at www.pdesas.org