

Transition to School – Procedure PO180-12

1. AIM

To provide a challenging and stimulating environment that builds on children's interests, strengths and emerging skills. Teachers support children to develop and extend knowledge, skills and attitudes that will enable them to become competent and confident learners through their school years and in later stages of life.

2. OUR CURRICULUM

Te Whāriki is the NZ early childhood curriculum specifically designed for children from the time of **birth to school entry**. Teachers use an integrated approach to teach subjects such as maths, science, technology and literacy in an informal and fun way across all areas of the centre. Te Whāriki provides links to the five key competencies in the New Zealand Curriculum, which is used in school settings.

These five key competencies are;

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing

3. TRANSITION TO SCHOOL PROFILE

Approximately 3 months before the child turns five, teachers compile a transition summary (Te Haerenga) which outlines the child's existing and developing interests, skills and dispositions with reference to the five key competencies of the New Zealand School Curriculum and the strands of Te Whāriki (Exploration, Well Being, Belonging, Contribution and Communication).

These summaries are intended to be shared with whānau and the child's new teacher. They are an opportunity for children's skills, strengths and interests to be celebrated as well as identifying any areas where the child may need extra support. School teachers have reported that the use of these profiles has greatly supported the transition process for children entering new entrant classrooms.

4. GROUP TIMES

Group times are specifically designed to;

- Provide opportunities for children to experience new challenges, co-operative ventures and longer term projects.
- Offer an environment where children and teachers are able to engage in sustained conversations, queries, and complex thinking.
- Support children to engage in many of the routines and practices that they will encounter in the school environment.
- Incorporate a wide range of activities which support the five key competencies set out in the New Zealand Curriculum.

5. SCHOOL VISITS

We strongly encourage whānau to organise a series of school visits for their child in the weeks prior to starting school.

When possible, we organise a school visit attended by the child and two staff members.

We welcome visits from new entrant teachers and other school personnel at the Centre.

Document information – Office use only	
Document Name	Transition to School
Document Number	PO180-12
Executive	Executive Director, Student and Academic Services
Owner	Executive Director, Student and Academic Services
Developer	Supervisor Children Centre
Review Frequency	24
Last Review	19/07/2026
Next Review	19/07/2028
Related Items	Health, Safety and Wellbeing – Policy QS180
Version history	New format July 2020 Migrated format March 2023 Reviewed in June 2026

Hardcopies of this document are considered uncontrolled copies of the original.

Refer to the [QMS](#) for the latest version.