

## The Transition Process from Young Children's Community (YCC) to Primary

This description is the ideal timeline that we hope to follow for each child.

### **Observation**

- The YCC teacher observes for signs of readiness in the child and communicates with the Early Childhood Director, Primary teacher, Admissions Director, and the parents.
- When the timing is right for the transition process to begin, preparations will be made for the Primary teacher to observe the YCC child in the Young Children's Community.
  - The Primary teacher observes the YCC child in their environment. This helps the teacher see the child in the most relaxed setting, and the child sees and meets the new adult that they will be visiting soon.
  - The Primary teacher chooses a mentor who will serve as a connection between the classes for the YCC child during the transition process.

### **Transition**

- As early as the next day, the YCC child might begin the transition process.
  - This may only be a casual walk by the room. They may enter the room and meet the teacher and the mentor. This all depends on the willingness of the child.
  - A visit might also include a short time inside the classroom with or without the YCC teacher.
  - When the child is ready to return, the YCC (or Primary) teacher, along with the Primary mentor, will walk back to the YCC with the YCC child. This gives the mentor a time to connect with the child and become oriented to their role in the process and learn where the YCC child's community is.
  - For subsequent visits, the Primary mentor will accompany the YCC child to and from the Primary classroom each visit.
- The YCC teacher provides daily communication with the parents, updating them about the visits to Primary.
- When the child's visits to Primary have lengthened to an hour or two, a transition meeting with the YCC teacher, the Primary teacher, and the parents is arranged.
- At the transition meeting, parents and teachers will share the following:
  1. The child's official transition date

2. The child's interests in the Primary class
  3. The child's level of independence with toileting, dressing/undressing, etc.
  4. Information about arrival and dismissal
  5. Communication with the Primary teacher
  6. Scheduled conferences
  7. Primary teacher brings a folder with the Primary orientation information
  8. YCC teacher brings any additional belongings from the child's cubby that will need to go home and new carpool signs (check with Admissions Office)
  9. YCC teacher gives Primary teacher emergency contact forms and Allergy Action Plan (if relevant)
- The YCC teacher emails the Admissions Director and the Early Childhood Director to confirm the official transition date.
  - Admissions Director informs administrative staff and room parents of the transition date.

### **Moving-Up**

- On the official move-up date, the YCC teacher has a move-up ceremony for the child transitioning and walks with the child and their belongings to put in their new Primary cubby.

## Signs of Readiness for Children Entering Primary

1. The child can articulate their needs verbally.
2. The child has achieved independence in toileting.
3. The child is independent with care of self, such as hand washing.
4. The child can follow simple commands.
5. The child is becoming a conscious learner. The child from birth to three years of age is an unconscious learner.
6. The child is happy, secure, and ready for more.
7. The child has a sense of order.
8. The child has a tendency to repeat activities.
9. The child lives in the moment and is fascinated with process.
10. The child has the ability to concentrate.
11. They are developing the ability to:
  - make conscious choices
  - take initiative
  - be independent
  - begin to appreciate and help others.

## Montessori in the Home

The importance of the partnership between home and school

### **Never do for the child what the child can do himself.**

Why is this topic so important?

- It creates a sense of purpose in the child.
- It serves as an aid to the child's own self-construction.
- It empowers the child.
- It provides opportunities for independence.
- It connects the child to the home environment and family life.

### **Practical Application**

#### **The Kitchen**

- Washing fruits and vegetables
- Peeling oranges
- Peeling and slicing hard-boiled eggs
- Spreading butter/cream cheese/peanut butter on bread or crackers
- Whisking eggs
- Stirring and mixing
- Pouring water from a small pitcher into a glass
- Tearing lettuce
- Taking grapes off a bunch
- Cutting apples with an apple slicer
- Scooping seeds out of a cantaloupe half
- Setting the table
- Clearing own plate, cup, napkin, and silverware from the table
- Wiping table
- Sweeping floor with brush and dustpan

#### **Examples of incorporating choice:**

- Do you want to use the red cup or the blue cup tonight?
- Would you like to put the plates or the forks on the table?
- Would you like to have carrots or broccoli for dinner?

#### **The environment itself:**

- Are the child's dishes accessible?
- Does the child have a small table and chair?
- Is it beautiful? Fresh flowers on the table?

### **The Bedroom**

- Making the bed
- Putting toys and books away
- Turning on and off light
- Dressing self, including shoes

#### **Examples of incorporating choice:**

- Do you want to wear these pajamas or those pajamas?
- Would you like to read this book or that book before bed?
- Would you like to sing our song in bed or in the chair tonight?

#### **The environment itself:**

- Are the child's clothes accessible?
- Is there a laundry hamper and trash can accessible to the child?
- Is there a limited amount of toys and books that are rotated periodically?
- Are the toys and books mostly real-life vs. fantasy?
- Is there a place for the child to sit and dress?
- Is it beautiful? Natural light, pleasing to the eye, not too stimulating.

### **The Bathroom**

- Squeezing toothpaste onto a toothbrush
- Wiping self and flushing toilet
- Putting clothes/underwear in the hamper
- Placing toys into the bathtub and taking them out after a bath
- Washing hands
- Combing/brushing hair
- Wiping nose with a tissue
- Dressing/undressing and toileting

#### **Examples of incorporating choice:**

- Do you want this toy or that toy in the bathtub?
- (After bath) Which toy should we put away first?
- Are you going to put your clothes in the hamper first or your diaper in the trash can?

#### **The environment itself:**

- Is there a small step stool for the child to stand on to access the sink?
- Can the child sit comfortably on the toilet?
- Are things like toilet paper and wipes accessible to the child?

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- Is there a trash can accessible to the child?
- Is it beautiful?

“The greatest gift you can give to a child is the joy of doing it himself.” —Maria Montessori

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