

Learning Pathways Matrix

This matrix has been created to assist school/ kura/CoL leaders to review their strengths, needs and processes as they seek to work collaboratively with Early Childhood Education Centre to ensure purposeful and seamless transitions for all learners. The matrix is focused on the critical areas to be considered around the process to be followed to achieve this.

There are four areas to be considered:

- **Strong Leadership:** exploring vision for learning pathways: What is already in place and where do we want it go?
- **Collaborative Relationships:** Looking at strengthening positive and mutually respectful relationships between school, parents/whānau & early childhood services: How are we currently engaging with community and service providers?
- **Curriculum that supports transition:** Exploring Te Whāriki and the New Zealand curriculums: How are we bridging the 2 curriculum documents for our learners?
- **Practices that respond to each transitioning child:** Knowing and nurturing individual learner, their family and whānau: Are we ready for the child and family/whanau?

The questions in each section act as prompts for the sorts of thinking that needs to be done at this stage for each dimension. There is also a space to add reflections and evidence to support your decision as to which level you are at.

When assessing yourself, the indicators fall under 3 categories:

- **Initiating:** Initial contacts made and relationships forming
- **Engaging:** Establishing trust and building relationships is the focus here
- **Transforming:** Meaningful, collaborative action being taken providing seamless learning pathways

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Strong leadership	Indicators		
Review Questions	Initiating	Engaging	Transforming
Early Childhood: how do leaders promote and support successful transition to school practices for children, families & whānau?	One teacher is assigned transition to school responsibilities	Teachers are provided release time to accompany groups of children to visit the local school to which they will attend	ECE teachers are given time to visit many schools with and without children Transition to school is an agenda item in management team meetings
School: how does the organisational and professional support by the school leadership promote the success of transitions to school for new entrant learners?	The school contacts local ECE's once a year to ascertain the number of children due to begin school in the coming year	The NE teacher is supported to visit the local ECE's once a year The school sends it's newsletter to local ECE services	<i>There is a process in place to identify priority learners prior to beginning school</i> <i>NE teachers are recognised within the school for their expertise and in depth pedagogical knowledge</i>
What is happening now?			
How do we know? What sources of evidence have we used?			

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Collaborative relationships	Indicators		
Review Questions	Initiating	Engaging	Transforming
<p>Early Childhood: to what extent does the service develop and engage in collaborative relationships (with parents & whānau, NE teachers, external support agencies) that support children as they approach transition to school?</p>	<p>Parents approach teachers for advice about school. Teachers offer a range of local school brochures</p> <p>Parents are informed about school enrolment timeframes and expectations.</p>	<p>Teachers provide a range of support for parent/whānau as they make decisions about school, that can include accompanying them to visit the school</p> <p>Groups of children are taken to join in local school events such as assembly,</p> <p>ECE service hosts parent education evenings about transition to school</p>	<p>ECE teachers know the names of teachers at the child’s prospective school and can talk competently about the school’s vision and values</p> <p>Teachers regularly meet with local schools to join PD opportunities and to informally discuss curriculum and communities</p>
<p>School: How does the school engage in collaborative relationships (with parents and whanau, ECE teachers, external support agencies) that support children as they transition to school?</p>	<p>The school principal/AP and administrator make time to meet parents prior to starting school</p> <p>Parents are provided a schedule of pre-school visits they can attend with their child</p>	<p>ECE teachers are invited to accompany children on pre-school visits</p> <p>Transition to school visit times are selected by parents and span different times of the school day</p> <p>NE teachers facilitate parent education ‘Transition to school’ sessions at local ECE services</p>	<p>Teachers know the names of ECE teachers in their locality. Information is sought from parents and ECE services about the child & is used to foster wellbeing and sense of belonging</p> <p>NE teachers have time to meet and talk with parents/whānau</p> <p>NE and ECE teachers regularly meet (via f2f &/or online) to share practice and information about children’s learning</p> <p>The school provides additional support to families to help overcome barriers during their child’s transition to school eg. beginning school costs, after school arrangements</p> <p>NE and the school have strong working relationships with supporting</p>

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			agencies and community members (eg SE, iwi, Pasifika leaders) in the local area
What is happening now?			
How do we know? What sources of evidence have we used?			
Curriculum that supports transition	Indicators		

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Review Questions	Initiating	Engaging	Transforming
<p>Early Childhood: How responsive is the service’s curriculum to the learning interests, strengths and capabilities of children as they approach transition to school?</p>	<p>A transition to school programme is provided for the group of older children</p> <p>Teachers offer maths and literacy learning through instructional activities such as activity sheets and phonological awareness programmes</p>	<p>The programme provides a free play environment in which organised group times are scheduled for the older children</p> <p>Group times provide the opportunity to discuss and practice skills and knowledge the child may need as they approach transition to school</p> <p>Emphasis on maths and literacy learning is evident in daily activity planning and in transitioning children’s assessment data (eg learning stories)</p>	<p>Daily programmes elicit interest and excitement amongst learners and are directly linked to the interests, capabilities and preferences of the children</p> <p>Discussion about ‘school’ is supported when and where a child shows interest</p> <p>Culturally appropriate books and visual resources about school are accessible to children</p> <p>Mathematics and literacy learning is deliberately supported in authentic and meaningful contexts for each child</p>
<p>School: how is the NE curriculum responsive and adaptive to the learning interests, strengths and capabilities of children as they transition to school?</p>	<p>Children become familiar with the school programme by making a scheduled number of visits prior to starting school</p> <p>Children are grouped in terms of capabilities for formal literacy and numeracy learning</p> <p>A child’s interest can form the basis of content for written literacy learning</p>	<p>Aspects of the daily programme are familiar to children eg. kai routines, free play opportunities</p> <p>Some periods of the week are planned specifically to build on ECE experiences of learning through play.</p> <p>Group times are used to find out what children might be interested in learning about. This information feeds into future planning</p> <p>Six week assessments inform the</p>	<p>Home languages and cultures of children are audible & visible in the learning environment</p> <p>Developing relationships with each child is a priority for learning</p> <p>Teachers have a working knowledge of Te Whariki and attempt to ‘bridge’ the difference with NZC in daily practice</p> <p>Children’s key competencies are celebrated to build on ECE learning</p>

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		next step planning	dispositions
What is happening now?			
How do we know? What sources of evidence have we used?			
Practices that respond to each transitioning child	Indicators		

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Review Questions	Initiating	Engaging	Transforming
<p>Early Childhood: to what extent do assessment practices and information support each child's learning and identity as they approach transition to school?</p>	<p>Parents are encourage to take their child's profile book to show the NE teacher once they leave ECE</p> <p>On request, schools are provided information about children likely to enter their school in the near future.</p> <p>Schools gather data about children using a standardised format that parents complete</p>	<p>ECE, parents and SE meet with school staff to discuss the child's needs prior to starting school</p> <p>ECE and school teachers meet up about once a year to talk about supporting transitioning children</p> <p>Parents are encouraged to take their child's profile book to share with the NE teacher on a school visit.</p> <p>ECE and school share newsletters via email</p>	<p>ECE, parents and SE collaborate to document Individual pathways for children with exceptional learning abilities.</p> <p>Assessment prior to beginning school include links to the NZC and key competencies</p> <p>Teacher find ways to ensure NE teachers receive information about transitioning children,</p> <p>Assessment documentation provides a holistic view of the capable & competent learner - who they are and how they approach learning</p> <p>Children know which school they will be attending and also which school their peer may be going to</p>
<p>School: How is the school supporting transition for all learners</p>	<p>Parents are asked about their child's learning, interests, preferences, and prior experiences during enrolment interviews</p> <p>Children are invited to a schedule of pre school visits prior to their first day at school</p>	<p>The NE teacher asks parents to bring the child's profile book to their enrolment interview. The parent/child has opportunity to talk through some of the entries in the book.</p> <p>Parents have choice about frequency and timing of pre school visits</p> <p>Parents have opportunity to informally chat with their child's teacher during pre school visits and in the early</p>	<p>Teachers understand the ECE learning story approach to assessment and, in some situations, use a similar methodology for early assessment</p> <p>NE teachers spend time visiting ECE's to join in the programme and meet the children</p> <p>Children and parents can decide when to begin visiting the school, how</p>

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		<p>phase of school transition.</p> <p>A buddy system is in place for transitioning children</p>	<p>frequently and when.</p> <p>Children's ECE profile books are accessible in the learning environment over the period of a child's transition.</p>
What is happening now?			
How do we know? What sources of evidence have we used?			

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Review Questions	Initiating	Engaging	Transforming
Early Childhood: to what extent does self review identify the impact of transition practices that support children as they transition to school?	Transition to school practices are predominantly the responsibility of parents/whanau. The centre support parents with their responsibility and does not have a transition to school policy	A transition to school policy is reviewed annually. Teachers and families are consulted in this process.	<p>A transition to school policy enables flexibility of practice to support teachers to respond to each child and family's needs.</p> <p>Policy review includes the perspective of children & families, (both attending ECE and those already at school), school teachers and leaders, & additional support agencies. Practices are strengthened as a result.</p>
School: How does self review identify and improve the impact of practices and processes that support learners as they transition to school?	<p>Developing transition to school practices is the responsibility of the NE teacher.</p> <p>The procedures are not documented under any school policy.</p>	<p>A formal review of the Transition to school policy is annually scheduled.</p> <p>Ongoing decisions about changes to procedures and practices are made by the NE/teachers in reaction to events/challenges at the time.</p>	<p>Transition to school practices are reviewed formally and informally drawing on the perspectives of children, parents, ECE and school teachers and school/ECE leaders. The progress of children is monitored and this information contributes to adjustments to transition to school practices.</p> <p>Practices are developed in response to informal and formal review findings.</p>
What is happening now?			

Learning Pathways Matrix

How do we know? What sources of evidence have we used?			
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