



Transition to School Policy Te Kaupapa Here mō te Nuku Atu ki te Kura

Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito: July 2026 | Hūrae 2026

Next Review | ā houanga arotake: July 2028 | Hūrae 2028

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Visiting Teachers

Introduction | Timatanga Kōrero

The purpose of this policy is to:

To ensure that the transition process, to school from kindergarten; or Etu Ao, home-based service, is a positive experience for children and their whānau.

Applies To | Ko Wai Whakahāngaitia

This policy applies to all He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki) teaching teams and Etu Ao, home-based services.

General Principles | Mātāpono Whānui

1. Teaching teams/TONI educators; will provide support for parents/whānau/caregivers through the transition to school process.
2. The transition process will be a child centered, mana enhancing process that focuses on continuity of learning in partnership with whānau.
3. Each kindergarten will develop their own set of procedures for Transition to School to accompany this policy. These procedures will be developed in consultation with the community and, where possible, the local schools, and will aim to meet the unique needs of the children and the community.
4. Teaching teams will facilitate opportunities to develop and maintain positive and open relationships with the schools that serve their kindergarten community. Including regular communication; reciprocal visits; transition meetings; and sharing information where appropriate (with consent).
5. Where individual kindergartens' procedures include a kindergarten teacher taking children on visits to school, this will be treated as an excursion, and all relevant regulations and safety procedures must be adhered to.
6. In some cases, the local schoolteacher or another parent may come to the kindergarten to collect children for a school visit. In this case, written permission specifying dates and times of visits, must be obtained from the child's parents/whānau/caregivers for the kindergarten teachers to release the child into the care and responsibility of the schoolteacher or parent.
7. Children with individual needs including language barriers and abilities, and their parents/whānau/caregivers, may require extra or specific support for the transition to school process. Teaching teams will aim to support the child and parents/whānau/caregivers and ensure the specific needs of the child are met in the transition to school process.

Relevant Legislation and Regulations | [Whaitake Ture me Waeture](#)

- Te Whāriki Early Childhood Curriculum
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- Early Childhood Regulations 2008
- MOE Funding Handbook
- Privacy Act 2020
- Education and Training Act 2020

Related Procedures or Processes and Documents | [Pākanga Tūkanga me Pukapuka](#)

- Guidelines: Over 5-year-old placement transition from kindergarten
- Kindergarten Social and Emotional Competency procedures
- Kindergarten Excursion procedures
- Inclusive Education policy and procedures

Policy Review Cycle | [Kaupapa Arotake Hurihanga](#)

This policy and related procedures are to be reviewed every two years. Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any amendments will be considered by the Policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The policy will continue the same review cycle.