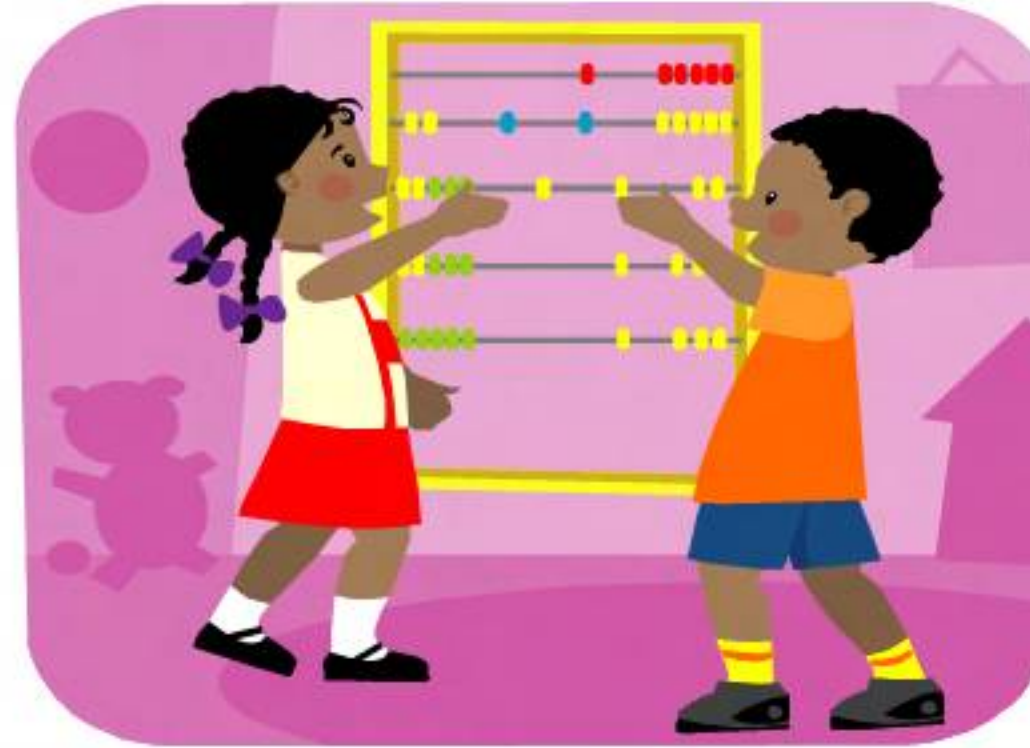


- Create learning corners that could encourage inquiry and foster independent learning.
- The rows and columns setting should not be used, the group setting is advocated, and appropriate furnishing should be secured and painted.
- Teachers placed at Grade 1 must be competent and demonstrate love for children.
- Multigrade teaching must not be done at Grades 1 and 2 in the primary schools.
- RALP Readers be used as the introductory text in the final term of Nursery Year 2
- Use songs, and rhymes to transition within activities
- The Accelerated Literacy Instruction needs to be used more effectively - ensure literacy skills are developed.

What the Department of Education can do

- The Department of Education could foster the transition process by having resource persons from the various levels make presentation on transition at Head teachers Meetings.
- Regular monitoring to ensure the presence of Child-friendly environment and practices



What the Community can do

- The PTA can construct a play area for the Grades 1 and 2, it should include, slides, tunnel, swings etc.
- Help establish, or contribute materials to, school libraries and reading rooms.
- Adoption of schools by cooperate agencies.
- Clean the school compound and its immediate surroundings.
- Businesses and other institution could allow the school to visit their facilities for educational tours.
- Contribute to a feeding programme that will provide low cost nutritional meals to pupils who may be in need.



MINISTRY OF EDUCATION GUYANA

HELPING CHILDREN TRANSITION FROM NURSERY TO PRIMARY SCHOOL



OBJECTIVES

1. To create an awareness among key stakeholders of the need for a smooth transition from nursery to primary schools.
2. To inform stakeholders of their roles in facilitating the transition process.
3. To articulate activities that may promote effective transitioning within levels.
4. To provide teachers and parents with activities that will ensure that the transition is smooth and stress free.

What Parents can do

- ◆ Be involved in school activities, to assure the child of their continued support.
- ◆ Create and sustain a nurturing environment where the child can be emotionally comfortable, so as to facilitate learning through the showing of love and affection.
- ◆ Have positive conversations with children, surrounding the topic of moving from Nursery to Primary schools, to remove fear.
- ◆ Parents should read and listen to their children read, at least fifteen minutes each day.
- ◆ Monitor homework so that it is completed and there is no backlog since this can create frustration.
- ◆ Build a good relationship with the class teacher. Attend Parent Teacher Association Meetings, Parent Teacher Conferencing, Sports, market days, graduations, etc.
- ◆ Set time for the child to watch 'age appropriate programs' on the Guyana Learning Channel, so that classroom efforts are supported.
- ◆ Encourage the child to behave in an independent manner by building self confidence.
- ◆ Parents/adults should accompany the pupils, as far as possible, to and from school, and ensure that they are punctual.
- ◆ Encourage the child to speak up and to trust the teacher and adults who are in charge of them.
- ◆ Use non-threatening language when speaking to the child, and encourage the child to make requests in Standard English.

What the School can do

- ◆ As far as possible Grades 1 and 2 classrooms will resemble those of the Nursery school, to prevent culture shock.

- ◆ Multi-sensory teaching/learning materials must be used.
- ◆ Furniture must be of the same kind in the Grades 1 and 2 classrooms.
- ◆ Recreational activities must be supervised.
- ◆ There must be a lunch bag rack in each classroom.
- ◆ Permanent charts must be attractive.
- ◆ Create Interests Corners, Library Corners (use RALP READERS for this corner along with other books), Art Corner, Shop Corner etc.
- ◆ In order to minimize fear and anxiety in pupils moving into the new school environment, Year 2 Nursery pupils must spend some time in the Primary school environment. Par-



ents must be notified of the course of action that the school will take to promote transitioning.

Options that can be used:

1. In the third Term of the Second Year nursery school children could spend one afternoon a week in the Primary School, progressing to two afternoons, then one entire day and culminating with one week prior to the closing of school.
2. In the third term of the Second year pupils could spend the afternoon sessions in the Primary schools, and culminate in a two week stint (final two weeks) in the said school where pupils would spend

the entire day.

3. Extend the nursery day for Year Two students to 14:00hrs to familiarize them to the extra hours that would be spent in the Primary Schools.
- ◆ Adhere to the Non-Academic Standards of 1 teacher to 25 pupils.
 - ◆ Make use of more concrete rather than abstract examples to teach concepts. The use of PLAY should be featured more as a teaching strategy to encourage pupils' participation.
 - ◆ Have positive conversations, surrounding the topic of moving to My New School.
 - ◆ Teachers of Grades 1 and 2 should attend *Workshop Sessions* for nursery teachers and nursery teachers should attend [Grades one and two Primary teachers] *cluster meetings* to become aware of what is happening at the various levels and develop teaching strategies to cater for those needs.
 - ◆ Nursery Year 2 teachers should make parents aware of the expectations and changes that will occur at the Primary school, so they too can aid in effective transitioning.
 - ◆ Orientation exercise should be tailored to ease pupils into the new school (should focus on the following among other things)
 1. Expectation of the school for the pupil
 2. Rules of the school
 3. Use of healthy foods
 4. Importance of parents knowing the timetable of the school
 5. Examinations/Assessments (National and School based)