

# PROGRESSION AND TRANSITIONING POLICY

## This Policy is informed by:

- **CMS Student Welfare Policy 2015**
- CMS Progression and Transition Policy (*reviewed 2014*)
- CMS Transition Procedure – (*Non Standard, 2015*)

## Statement:

In order for the school to be consistent with the Montessori concept of '*following the child*', a child who is deemed ready to progress to another cycle is facilitated by administrative staff once referrals are made. Children exhibit signs of the transition that are physical, social and cognitive. These signs of readiness are easily observable by the Director who knows the child well and can observe the subtle changes in behaviour.

## Rationale:

Montessori schools group children in three-year age cycles corresponding to developmental characteristics. Therefore, there is a degree of adaptability in the timing of progression between cycles and in the transition process and a close relationship between cycles.

## Specific Practices & Procedures:

### Parent Toddler Program & Cycle 1:

- Students generally commence Cycle 1 between 2.9 years of age (depending on staff/student ratios) and 3.3 years of age. New children commence Cycle 1 at the beginning of each term.
- Parents/Carers are notified of the classroom allocation for progress to Cycle 1 from Parent Toddler Program at least two terms prior to the start date.
- Once a place in Cycle 1 is offered and enrolment paperwork returned, the classroom Director notifies the family to set an orientation date. If the student attends the Parent Toddler Program the transition process is followed. The Director first observes the student in PTP and meets the Parent/Carer in week 6 of the transition term. For the following four weeks the PTP Director transitions the student to Cycle 1 with visits of increasing lengths of time.

### Cycle 2 & 3:

- The child will transition when ready, in line with the Montessori philosophy of 'following the child.'
- Readiness will be assessed by outgoing and incoming Cycle Directors, in consultation with the Director of Pedagogy, using evidence regarding the child's social, physical and cognitive development, and a transition plan will be developed.
- Students generally commence Cycle 2 in their seventh year (approximately aged 6 years).
- Students generally commence Cycle 3 in their tenth year (approximately aged 9 years).
- Parents/Carers are notified of the classroom allocation for progress to Cycle 2 or 3 in Term 1.

- When a mid-year advance is deemed in the best interest of a student by the classroom Director, the Director-School Administration will collect evidence of social maturity, and observation records from the classroom Director and Specialist Directors before considering the possibility of a transition. A recommendation based on the information will then be made to the Principal. *Regardless of recommendation, mid-year advances are not always possible due to class size.*
- Transitions during the year are not identified on the calendar as these transitions are on a case by case basis.

**Non Standard Transition Procedure (on Parent/Carer request):**

Once students have been allocated to a class they will not usually be transferred to another class. Room moves have implications on other staff, students and their families, and as such are not considered lightly. In the event staff consider exceptional circumstances exist regarding the need for a change, or where Parents/Carers make a request, there will be an extensive consultation process. Parties involved in the consultation process may include the Principal, staff, students and external specialists if required.

When a request is made by Parents/Carers for a change to the education program and practice relating to their child the following protocols are followed

- Request to classroom Director who will meet with the Parents/Carers and document the concerns raised.
- Strategies relevant to the student and situation will be implemented and reviewed to address concerns raised.
- An agreed time frame will be put in place to monitor and assess. A Parent/Director meeting will be scheduled to discuss any observations/findings. Meeting will ascertain if there is a pattern of behaviour and help clarify concerns whilst having allowed time for change.
- Observational notes will be compiled and may involve playground staff, Assistants, other Directors, Principal, classroom notes, etc.
- Parents/Carers may be asked to undertake an observation in their child’s classroom, again with clearly defined observation parameters.
- The Director will then meet with the Parents/Carers again and outline the findings during this process.
- An agreement/plan will be constructed that fits within the educational pedagogy of the school and reflects the vision, mission, values and goals of the school.
- Where Parents/Carers wish to pursue a matter further they may make a time to meet the Director-School Administration. *Staff may request to speak with the Principal regarding the Parents/Carers and children within their classroom.* The Director-School Administration can offer a fresh perspective on the issues under discussion. It is expected that the Parent/Carer and Director have made a concerted effort to work on the issue before involving the Director-School Administration, or in the case of staff concern, the Principal.
- At all times the Principal, or their delegate, will retain the final decision on any student Transition.

Approved by:	Date:	Next Review Date:
Principal	07/08/2020	07/08/2022