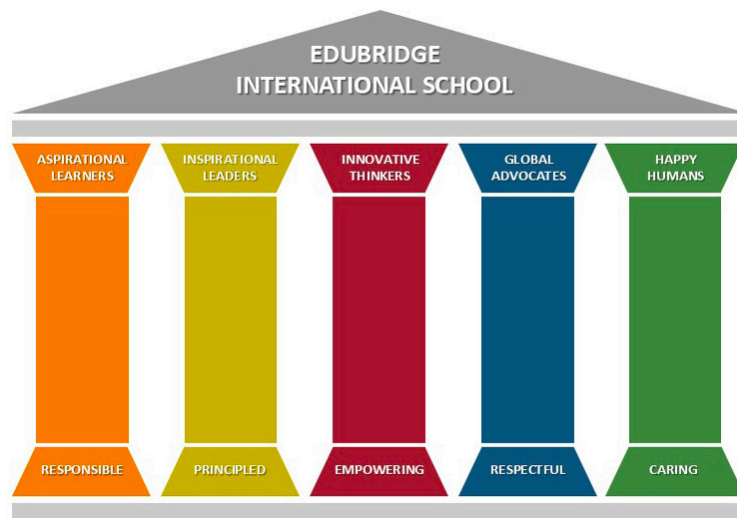




EIS Student Transitions Manual 2023-24



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

*Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans*

EIS Mission

*Providing well-being
and high-quality learning
in pursuit of varied success
and a better world for all*

EIS Core Values

*Empowering
Caring
Principled
Respectful
Responsible*



TABLE OF CONTENTS

PART 1: WHO WE ARE

OUR STUDENT TRANSITIONS TEAM..... 3
OUR TEAM TRANSITION STATEMENT 3
OUR STUDENT TRANSITIONS MODEL 4
OUR COLLABORATION GOALS 5

PART 2: WHAT WE BELIEVE

OUR CORE BELIEFS & VALUES..... 6

PART 3: WHAT WE DO

TRANSITION FOR STUDENTS 7

PART 4: HOW WE IMPROVE

OUTCOME..... 12
EVALUATING THE TRANSITION POLICY & PROFESSIONAL DEVELOPMENT..... 14

PART 1: WHO WE ARE




INTRODUCTION

In this guideline, 'transition' refers to the process of moving from one familiar place, like home, to another. It means adjusting policies and practices to help children comfortably adjust to their new learning environment, and getting ready for future growth and development.

Transitions and changes are part of everyone's life. The vast majority of children and young people look forward to moving on. However, transitions can be challenging and support from parents and staff can help transitions go more smoothly. In education, the term transition typically refers to the three major transitional points in the education system: when students move from elementary school to middle school, from middle school to high school, and from high school to college. While students experience other “transitions” during their educational journey—such as advancing from one grade level to the next—the three “major” transition points are a particular focus of educators and school reformers because transitioning students often experience significant academic, social, emotional, physical, or developmental changes that may adversely affect their educational performance.

OUR TRANSITION TEAM

Our EIS Transition Team consists of the following members:

-  Apeksha Trivady - School Counselor
-  Aditi Khanna - School Counselor
-  Lajya Nayak - School Counselor
-  Sunita Agarwal - Well-being Coordinator
-  Chantelle Monterio - PYP Coordinator
-  Radha Trivady - MYP Coordinator & Head of Curriculum
-  Arnaz Ranji Charna - Head of School
-  Tracy Waller- DP Coordinator
-  Uzma Malkani - EY Coordinator

OUR TEAM STATEMENT ON STUDENT TRANSITIONS

Students face a multitude of transitions during their school years; some of these transitions can be simple, while others can be complex. Transitions begin as early as when students are 3 years old and they first transition from a home environment to a school one. It then continues from one grade to the next and from one section to another.

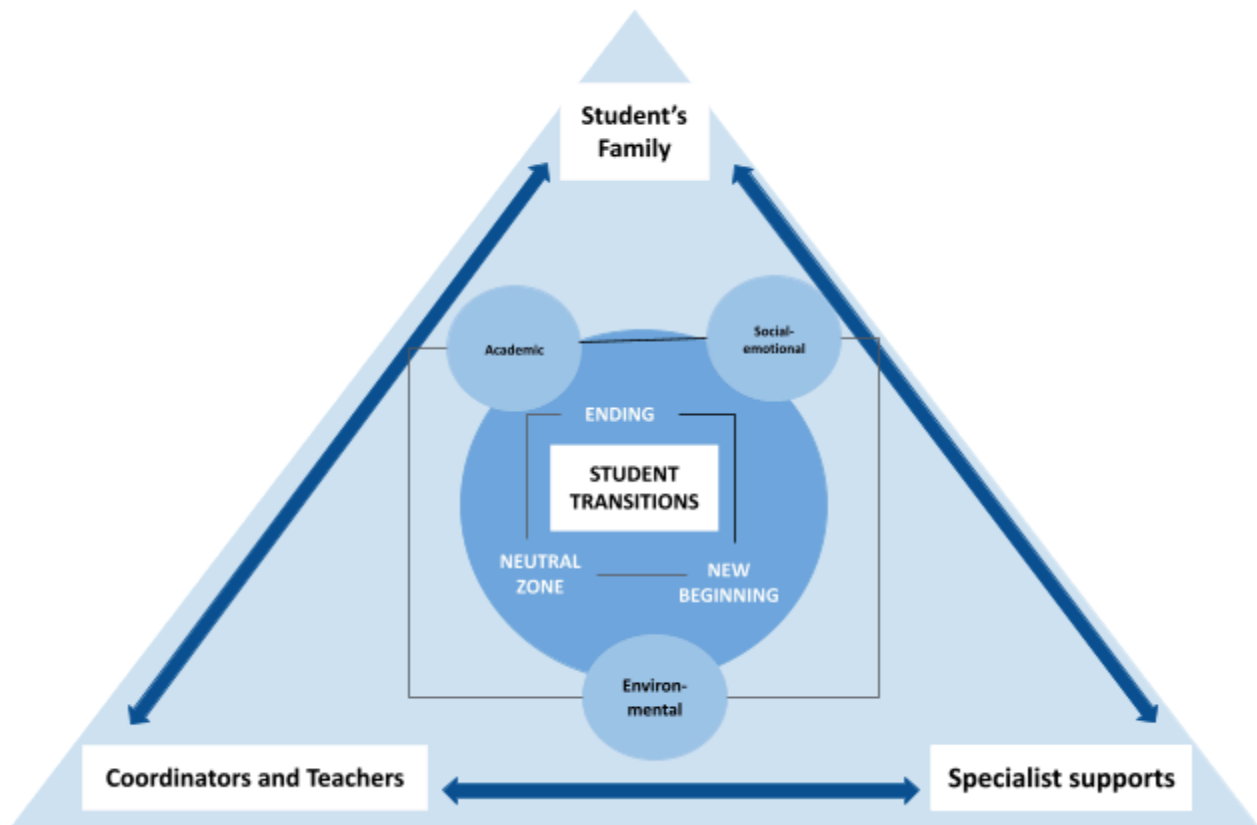
EIS focuses not only on academics but on the holistic growth of students, who reach their full potential as individuals. Therefore, the purpose of our transition program is to support students, families, and staff as they join the EIS community and as they grow. This demonstrably improves outcomes and helps

students, teachers, and their families settle into their new lives quickly and smoothly.

Our core purpose is to equip students with the abilities and beliefs they need to flourish in school - socially, emotionally, and intellectually. To this end, our Transition Team creates, implements, monitors, and updates the school's SEL curriculum and programs.

Transition Model

A successful changeover entails a smooth shift for the student, their family, and other individuals invested in the child's well-being. This phase requires collaborative adaptation from all the relevant surroundings to ensure a prosperous beginning in the educational journey. In specific situations, the transition might be a crucial time for a student's growth and education, thus demanding increased attention. The EIS model focuses on the entire process of transition, with a lot of planning taking place in advance.



The Model:

Since transitions can be an overwhelming process, there must be constant collaboration between key stakeholders in the student's life. The student's family/ guardians, section coordinator, and specialist support (learning support and counsellors) need to be in touch throughout the process and take necessary steps to ensure a smooth transition. For instance, if a student is transitioning from PYP to MYP, parents need to understand the academic differences between program teachers and coordinators. At the same time, teachers and counsellors need to be in regular communication to understand if the transition is bringing about any behavioural changes indicative of a learning or a social-emotional challenge for a student. Counsellors also have to be in touch with parents to help them identify and understand behaviour changes at home and help them strategize.

During a student's journey in school, they may undergo three kinds of major transitions, all of which affect one another. Environmental transitions may include relocation and moving schools. This will be an academic transition as well as the academic cultures might be different, languages spoken might be different, etc. And of course, this will have an impact on the students' social-emotional well-being, with changes in peers and teachers and having to build new relationships.

The process of transitions if broken down simply can be seen as an ending phase, a neutral phase, and a new beginning. The ending phase is where a student is in the process of ending their relationship with their previous situation/ experience and getting closure. There is an experience of loss and discomfort following it. There may also be a sense of excitement about starting something new. The student slowly enters the neutral phase and starts learning about the new environment/ situation while still being somewhat attached to the previous one. They assume a tentative and curious position, but there may be feelings of apprehension or uncertainty about what is yet to come. The final phase involves the student embracing changes and making adjustments to accommodate the new changes in their life and entering a new beginning. This model serves as a roadmap for students and educators, promoting a more seamless educational experience.

Our Collaborative Goal-

All members of the EIS community, including the school administrators, teachers, students, and the Parent Teachers Association (PTA), play an integral role in the transition process. An understanding of a shared vision, open lines of communication, and mutual understanding between all stakeholders are requisites for a successful transition model at any school. All members of the transition team bring valuable perspectives to the planning process. However, we recognize that every family and student faces a different challenge with transition at some stage; therefore at EIS, we will try to support transitions through a responsive and preventive process as a team.

Our commitments to student transitions

- ✧ Upholding and advocating for the rights of every school employee and volunteer
- ✧ Ensuring the best interests of students and staff in all actions and decisions affecting them
- ✧ Paying attention to the relationships/dynamics of students/staff to identify any concerns
- ✧ Handling all SEL matters effectively and following best practices and due process
- ✧ Disclosing SEL concerns to other employers through the referral process (within the law)
- ✧ Providing regular SEL training for all staff
- ✧ Ensuring fidelity to best practices through regular monitoring, review, and research processes

THE CENTRAL AIMS OF THE STUDENT TRANSITION MANUAL

- ✧ Define our core beliefs and values in the context of Student Transitions
- ✧ Provide background information on Student Transitions- [Guidelines for teachers](#)
- ✧ Explain how Student Transitions is crucial to learning and academic achievement
- ✧ Clarify our Student Transitions services and referral procedures.
- ✧ Specify standards of practice that all staff must uphold to ensure smooth transitions for all students.
- ✧ State that our student transition team is here for everyone, students and staff.
- ✧ Spreading awareness about the impact of a smooth transition on student wellbeing (blogs/newsletters)

PART 2: WHAT WE BELIEVE-

Our Core Beliefs and Values

At EIS, we ensure that pupils with learning or access challenges have an equally smooth transition as their peers. Our goal is to create an environment where no member of our school community faces harassment, unfavourable treatment, or discrimination based on factors like age, disability, ethnicity, gender, or beliefs.

We appreciate the unique qualities that each individual brings to our school and reject any form of bias due to 'differences'. Every child is important to us, and we also value their families. To support our students' success, we consider their diverse life experiences when developing and implementing school policies and procedures.

The transition of any kind can have a Psychological, Cognitive, Socio-Emotional, and Physical impact, for example-

- increases in distress, such as worries and self-consciousness
- decreases in self-esteem, particularly if it coincides with puberty

- decreases in academic achievement associated with a loss of confidence in the ability to handle the work at the secondary school level
- decreases in student trust of teachers and teacher trust of students that seems connected to not knowing each other well enough.

Skills targeted during transition programs enhance student resilience, self-efficacy skills, skills to cope with stress effectively, and the development of positive academic self-competencies.

Therefore, a shared vision and commitment to young people needs to be developed and communicated between school staff, students, and their families. Smooth transitions need to be a school community priority.





It would be a mistake to think that the transition is completed once children have gone to their new year group, class, or setting. For instance, in many schools, the first few weeks of a new class see many MYP-1 students return to their primary setting to say hello to the staff, however, this inevitably tails off. At EIS we believe a good transition continues past this point and depends on ongoing contact. While trying to keep those lines of communication open between colleagues, relationships and connections are strengthened. By finding out how our past students are coping in their new settings or classes, we use this strategy to continually review and further strengthen our transition approaches for the years ahead.













PART 3: WHAT WE DO-





The Transition Model Uses the Following Activities to Support Students-















- Transitioning from home to school (Early Years)
- Transitioning from Early Years to Primary
- Transitioning from PYP5 to MYP1
- Transitioning from MYP5 to DP
- Transitioning between grades
- Transitioning after graduating from EIS
- Transitioning of new students to school
- Transitioning of students to other schools/locations







Transition points	Home to School (Early Years)
Actions taken:	<ul style="list-style-type: none"> • Parent Orientation and welcome meetings (understanding student needs/toilet training/food habits) • Weekly meetings with teachers









	<ul style="list-style-type: none">  Rapport building and activities to allow the students to feel more comfortable  Settling in meetings to discuss the student's transition into a new grade with parents  Staggered early dismissal for students to settle into a school routine  Weekly parent feedback form for the first 2 months
--	--










Transition points	Early Years to Primary Years
Actions taken:	<ul style="list-style-type: none">  Induction sessions for parents.  Communicate clearly the assessment criteria/ Expectations/ number of units and structure of PYP  More visits from the previous HR Teacher (story time, circle time).  Build a dialogue between teachers both previous and new.  Learning challenges or socio-emotional needs, files to be updated.  Visual timetables.  Build rapport with students  Settling in meetings to discuss the students transition into a new grade with parents  Weekly parent feedback form for the first 2 months  Grade-wise transition activities in the last month of every academic year.  Transition meeting for teachers at the beginning of each year to discuss student progress  A language carousel for the first week to help students select a second language.



Transition points	Primary Years to Middle School
Actions taken:	<ul style="list-style-type: none">  Introduction to the MYP by the subject's teachers.  Build rapport among teachers and students  Buddy system  Timetable/Schedule shared with parents and students.



	<ul style="list-style-type: none">  Promoting strategies for the whole school and classroom organization that contribute to a safe and supportive school environment  Walk-through for students of the large building spaces, lockers, bathrooms-school tours.  Parent orientation days  MYP 1 and new parent orientation  Providing curriculum materials to strengthen student resilience  Introduction of all staff at the beginning of the new academic year.  Update cases- Student has any specific Physical/ Behavioral/ Learning or Social-emotional need  Grade-wise teachers (HR and subject teachers) to input for each student based on guidelines.  Settling in meeting to discuss the student's transition into a new grade  Weekly check-in form to parents  Grade-wise transition activities in the last month of every academic year. MYP student-led activities for PYP students regarding questions about the programme.  Transition meeting for teachers at the beginning of each year to discuss student progress  Counseling for all  Graduation ceremony for students
--	---








Transition points	Middle School to DP
Actions taken:	<ul style="list-style-type: none">  Curriculum morning with the subject teachers, HOS, HODs to discuss the academic and social-emotional expectations of the programme.  Programme orientation for students and parents.  University Counselor and Coordinator - relevant subject choices for DP and career pathways and road map to the upcoming 2 years  Teacher-Student Mentorship Program for smooth transitions  Dp2 students mentoring DP1 students as point person  Form for DP 1 students for feedback in the first month of school






	<ul style="list-style-type: none">  Settling in meetings to discuss the students transition into a new grade  Family meetings with career counsellors to discuss university options and career paths.  SEL sessions to work on self and time management skills  End-of-year transition week for each grade to prepare students for tasks and activities for the next year  Transition meeting for teachers at the beginning of each year to discuss student progress  One-on-one check-in with counsellors for new students and counselling for all  Unconventional and Conventional career sessions by people from different fields  Annual university fairs
--	---

Transition points	Graduating
Actions taken:	<ul style="list-style-type: none">  Programme coordinator meet parents and students to discuss options for early or regular decision college applications  Regular meetings with career counsellors to discuss college application processes.  SEL sessions to work on self and time management skills and regular check-in by counsellors.  Annual university fairs  Unconventional and Conventional Career sessions by people from different fields  University counsellor shares resources/events/internships/seminars/entrance exam/college open days details for parents and students  University visits on campus and off-campus  Alumni Connect, sharing personal experiences  Documents - School Leaving Certificate, Transcripts, Report Cards are provided.

	<ul style="list-style-type: none">  Language proficiency test results are provided as per case.  Graduation ceremony for students
--	---

Transition points	Between Grades
Actions taken:	<ul style="list-style-type: none">  Hand-over files for each student-includes the reports, informal report of each student, Learning challenges, SEL needs, academic needs, medical history, and background information. Guidelines for teachers  Grade-wise transition activities in the last month of every academic year and the beginning of a new academic year.

Transition points	New Students to School
Actions taken:	<ul style="list-style-type: none">  Buddy support.  Check-in meetings with new family.  Preparing the classmates to welcome new students.  Email by section coordinator introducing students to the grade level teachers.  Toddle account by the ICT/Section Coordinator.  One-on-one meeting every week with the HR Teacher.  Check-in by the school counsellor.





Transition points	Transitioning of Students to Other Schools/Locations
Actions taken:	<ul style="list-style-type: none">  All essential reports and transcripts are to be handed to the parents.  Learning support reports and SEL Reports to be handed to the parents in a confidential envelope.  If granted by the parents, collaborate with the next team about the student's specific needs.  If the student is receiving counselling, provide a session on a transition.  Confidential reference forms should include students' areas of interest, strengths, and areas to develop. Collaborate with the parents if any confidential information should be included.

	<ul style="list-style-type: none"> 🔑 Documents - School Leaving Certificate, Transcripts, and Report Cards are provided. 🔑 Language proficiency test results are provided as per case.
--	--

Transition points	Transition for new staff member
Actions taken:	<ul style="list-style-type: none"> 🔑 Beginning-of-year checklists provided for each programme to all teachers. 🔑 Personal Development training is provided to new teachers and HODs/team leads check in with new teachers at the end of the day. 🔑 Induction week for all new staff- Policies and Practices introduced.








Transition points	Transition for students with learning/socio-emotional needs
Actions taken:	<ul style="list-style-type: none"> 🔑 Necessary assessments suggested by the school to provide accommodations/support 🔑 Liaising with external support such as occupational therapists/behavioural therapists/psychologists to strategize for the student. 🔑 Individualized Education Plan(IEP) or Student Success Plan (SSP) are created with specific goals to aid learning/overall well-being in collaboration with the Well-Being team (learning support & counsellors), homeroom teacher and subject teachers. 🔑 Pull out/push in-class support depending on the student's requirements with the learning support team. 🔑 Email correspondence and periodic parent-teacher meetings to share student progress and strategies. 🔑 In-class sensitization by counsellors.

Transition points	Transition back to school after a prolonged leave (medical/emergencies)
Actions taken:	<ul style="list-style-type: none"> 🔑 Sessions with counsellors

	<ul style="list-style-type: none">  In-school and online meetings with teachers to support students  Communication of missed tasks with the parents and students over email.  One-on-one sessions with students to cover up work missed in each subject, as needed.  Accommodations are made as per student needs for a successful transition back.
--	---

All the above transition points will have the following stakeholders involved: Programme Coordinator, Whole School Counselors, LS teachers, HR teachers, Career Counselors, Subject Teachers and Parents as required.

Important Information to be Shared with Parents-

-  Key people at school
-  HR teachers/subject/specialist teachers
-  Layout of the school building
-  Structure of the daily time-table with breaks/lunchtimes.
-  Policies-Child protection, anti-bullying, homework, assessment, academic honesty, digital citizenship
-  Support systems in place-library, SE counselling, infirmary.
-  Lessons and Homework structure- Toddle

PART 4: HOW WE IMPROVE -

Intended Outcomes of the Transition Model

The intended outcomes of a transition policy in a school are designed to ensure a smooth and successful transition for students, parents, and staff members as they move from one phase or level of education to another. This policy has been put in place to facilitate a seamless shift and help all stakeholders adapt to changes effectively. The intended outcomes are as follows:-

Academic Continuity: The school ensures that the student's academic progress is not disrupted during the transition. This might involve aligning curriculum content, teaching methods, and assessment practices between different levels of education to create a cohesive learning experience.

Social and Emotional Adjustment: Students are supported in adapting to new social dynamics, peer groups, and learning environments. This can include activities or programs that foster a sense of belonging and inclusion.

Parental Engagement: Parents are involved in the transition process by providing them with information about changes, expectations, and how they can support their children during the transition.

Staff Collaboration: Effective communication and collaboration among staff members across different grade levels. This can ensure that teachers are aware of students' progress, challenges, and strengths as they move through the school.

Individualized Support: Additional support is provided to students during the transition for academic, social, or emotional reasons.

Curriculum Alignment: The curriculum is aligned, instructional methods, and learning goals between different levels of education to create a coherent educational experience for students. This can help minimize gaps or overlaps in students' knowledge and skills.

Smooth Administrative Processes: Streamlined administrative processes, such as enrollment, scheduling, and record-keeping, to reduce administrative burdens and provide accurate and efficient information transfer.

Student Well-being: The well-being and mental health of students are prioritized during the transition. Resources, counselling services, or workshops that address potential stressors related to change are facilitated.

Positive Reputation: Providing a positive reputation for the school by demonstrating a commitment to supporting students through transitions. This can attract new students and maintain a strong relationship with the community.

Long-Term Success: Students are set up for success not only in the immediate transition but also in their long-term academic and personal development by creating a solid foundation for their ongoing education.

Feedback and Improvement: Feedback is collected from students, parents, and staff about the transition process and this feedback is used to continuously improve the policy for future transitions.

Ultimately, the intended outcomes of a transition policy should aim to create an environment where students feel confident, supported, and prepared as they navigate changes in their educational journey. These outcomes contribute to the overall success and positive experience of students, parents, and staff members within the school community.

Evaluating and Professional Development for all staff

This policy will be reviewed yearly, earlier if needed, considering the views of staff, pupils, parents and governors. The policy will be shared with all stakeholders at the beginning of each academic year.

All teachers and administrative staff will be taken through the transition policy as part of the professional development at the beginning of the academic year for a smooth year concerning transition across grades.

Remember, improving transitions requires a holistic approach that addresses the academic, emotional, and practical aspects of the process. By taking steps to enhance the transition experience, the school can create a positive and supportive environment that helps students thrive as they progress through different educational stages.

Works Cited:

Lodge, Laura. "The Importance of a Good Transition." *One Education*, 19 May 2023, www.oneeducation.co.uk/the-importance-of-a-good-transition/.

Ministry of Education, New Zealand. "Set up Well for in-Class and in-School Transitions." *Inclusive Education*, 11 Dec. 2018, inclusive.tki.org.nz/guides/transitions-managing-times-of-change/set-up-well-for-in-class-and-in-school-transitions/.

School Decision-Making Tool - Early Childhood Education and Care, earlychildhood.qld.gov.au/earlyYears/Documents/transition-to-school-decision-making-tool.pdf. Accessed 13 Sept. 2023.

Covid-19 Advice for Schools Transition and Back to School, www.shropshire.gov.uk/media/15059/eps-advice-for-schools-transition-booklet.pdf. Accessed 13 Sept. 2023.

Casp-I Education Program for Students Aged 6 to 15, www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/Programme_CAPS_en.pdf. Accessed 13 Sept. 2023.

GCS Parent Handbook 2022-2023 - Sharjah, www.gemscambridgeschool-sharjah.com/-/media/project/gems/gcs_gems_cambridge_international_private_school_sharjah/files-and-documents/gcs-parent-handbook-2022-2023n.pdf. Accessed 13 Sept. 2023.

"*Transition Policy.*" *Transition Policy | Carrington Infant School*, www.carrington-inf.bucks.sch.uk/transition-policy-1/. Accessed 13 Feb. 2024.

Transition Policy - Lakes Primary School,
www.lakesprimaryschool.co.uk/wp-content/uploads/2017/10/Transition-Policy-2016.pdf.
Accessed 13 Sept. 2023.

Period of Review: August 2023 - February 2024

Name of the Reviewer	Role
Ms Aditi Khanna	Whole School Counsellor and Learning Support Teacher
Ms Aisha Mistry	MYP Integrated Humanities & Learning Support Educator
Ms Lajya Nayak	Whole school Socio-Emotional Counsellor & DP Psychology Teacher
Ms Apeksha Trivady	Whole School Socio-emotional Counsellor, DP Psychology and TOK teacher
Ms Sunita Agarwal	Well-being Coordinator
Extended Leadership team	All Coordinators, Head of School

