



---

# Nurturing Social-Emotional Wellbeing in the Transition to School

# EMOTIONAL DEVELOPMENT



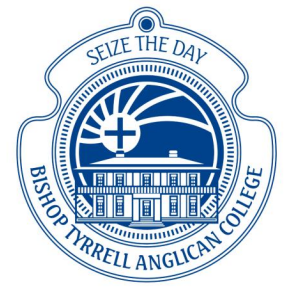
## UNDERSTANDING EMOTIONAL REGULATION

In kindergarten, children are learning to manage their emotions. They may struggle with sharing and taking turns. This learning period is normal and part of social skill development.

Recognising and accepting their emotional journey is crucial for their growth.

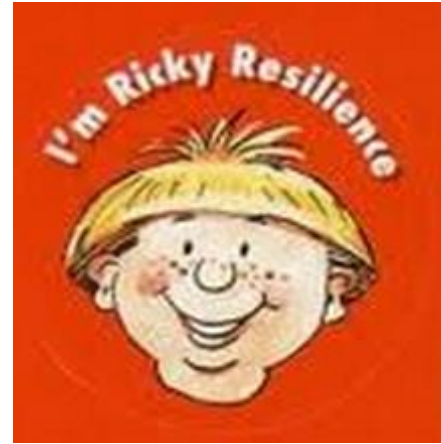
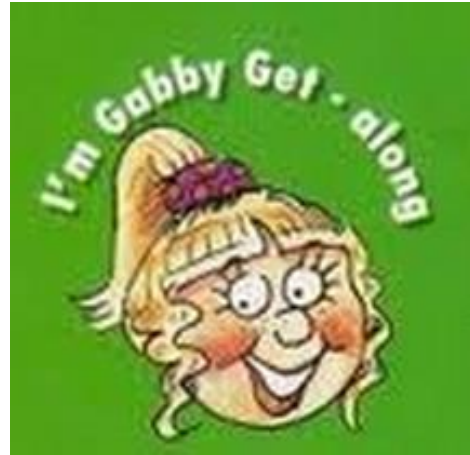


# EMOTIONAL DEVELOPMENT



**Ensuring your child is equipped with these skills will help them as they settle into school.**

1. Are they able to make a decision independently about where they are going to play
2. Start, engage and continue engagement (6 –8 minutes) in play.
3. Work and play beside other children
4. Have basic independence skills e.g. toileting, opening lunchbox, packing/unpacking bag
5. Sit with a group and engage with peers and teacher/educator
6. Self-regulate their emotional response when they need to do something they don't want to do
7. Solve basic problems and ask an adult or peer for help if needed





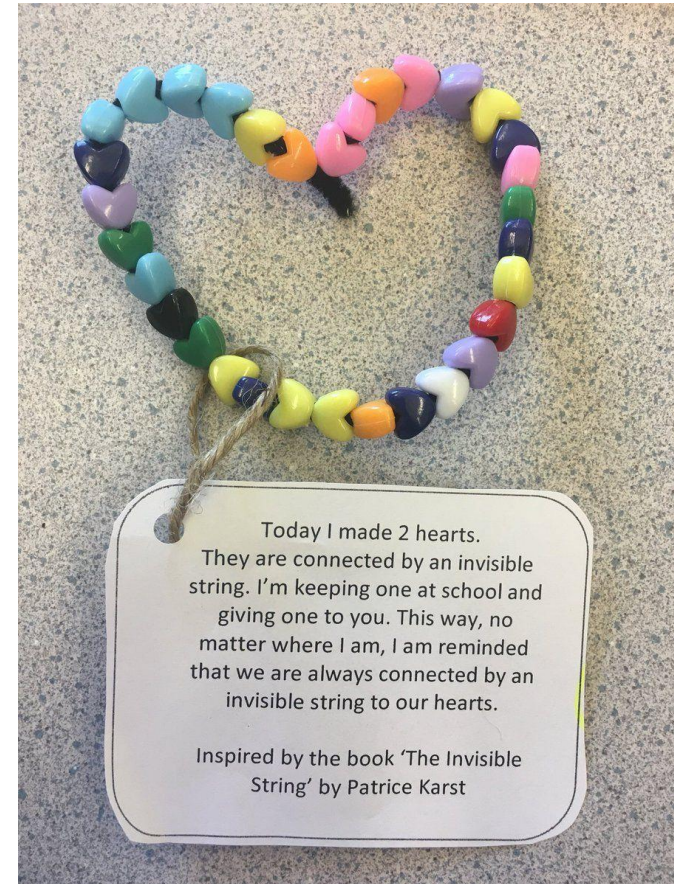
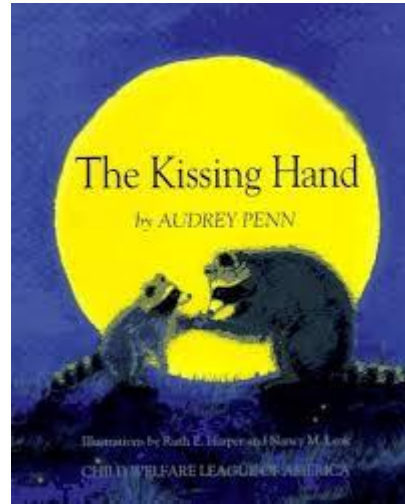
# MANAGING SEPARATION ANXIETY

## Practical Strategies

Separation anxiety is a typical part of starting school; anxiety comes from a sense of the 'unknown'

The key here is to remain calm and reassuring, which helps set the tone for how your child responds.

- **Create a consistent goodbye ritual**
- **Keep goodbyes short and positive**
- **Reinforce that school is a safe and fun place**



# MORNING DROP-OFFS

## Sample Script

*"I know saying goodbye is hard. I can't wait to hear all about your day when I pick you up. Remember, your teacher is here to help you and make sure you have a great day. I love you, and I'll be back to pick you up right after school."*

This message is short, positive, and leaves your child with the assurance that you'll return.







# Stages of Play

## SOCIAL STAGES OF PLAY




**Unoccupied Play**  The random movements that Infants make with no clear purpose is the beginning of play.

**Solitary Play**  When children start to play on their own. Children do not seem to notice other children sitting or playing nearby during this type of play

**Onlooker Play**  When children watch others play. The child who is looking may ask questions but there is no effort to join the play.

**Parallel Play**  When children begins to play side-by-side with other children without any interaction. They are paying attention to each other.

**Associative Play**  When children start asking questions of each other. They have similar goals but there are no set rules.

**Social Play**  When children begin to share ideas and toys, and follow established rules and guidelines.

Some children may still be transitioning out of this stage at beginning of Kindergarten



Common at preschool/ start of Kindergarten



Evolving into this throughout Kindergarten



# NAVIGATING SOCIAL INTERACTIONS



## LEARNING THROUGH DISAGREEMENTS

Disagreements are not failures but opportunities for learning. Children need to understand how to express feelings, resolve conflicts, and develop empathy. These experiences are critical for their emotional and social development.

## IMPORTANCE OF PRACTICE

Social skills evolve through practice, much like academic skills. Children need opportunities to interact and learn how to navigate friendships and conflicts. Regular interaction helps them build resilience and better communication.



# SUPPORT STRATEGIES



## **FOSTER EMPATHY**

Encouraging kids to think about how others feel builds empathy. Simple questions, like asking about feelings during a disagreement, can help them understand different perspectives. This practice makes it easier for them to handle conflicts positively.

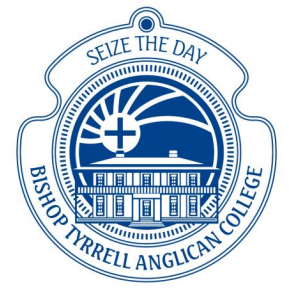
## **SHOW CONFLICT SOLVING SKILLS**

Role-playing everyday situations can really prepare kids for real-life interactions. By teaching them useful phrases for handling disagreements, we equip them with the tools to express their needs. Practicing builds their confidence in social settings.

## **HELP WITH EMOTIONAL BALANCE**

Introducing simple breathing exercises or calming techniques can help kids manage strong emotions. Encouraging them to pause before reacting promotes self-control, which is key to solving conflicts without aggression.

# REINFORCING MISTAKES



## LEARNING FROM MISTAKES

Mistakes should be seen as a natural part of learning.

Just as academic skills require practice, social skills also take time to develop.

Normalising errors in social situations fosters resilience and encourages a growth mindset in children.

# COLLABORATION AT HOME

TOOL	ROLE OF PARENTS	ROLE OF TEACHERS
Modelling Behaviour	Demonstrate empathy and conflict resolution at home.	Provide a safe environment to practice skills.
Reinforcement	Encourage discussions about feelings and disagreements.	Reinforce lessons during school interactions.
Emotional Support	Help children understand and express their emotions.	Guide children during play and help mediate conflicts.







# EXTERNAL SPECIALISTS

## Allied Health Collaboration

- If your child is under the care of an allied health practitioner e.g. Speech pathologist, psychologist, paediatrician, and you would like the College to be aware of particular areas of need, please feel free to share this information with our Learning Enrichment team.
- Emails of this nature can be directed to our Head of Learning Enrichment, Mrs Sharon Moore [moores@btac.nsw.edu.au](mailto:moores@btac.nsw.edu.au)
- We welcome these insights and opportunities to collaborate. The more we know about your child, the better we can support them.



# BEHAVIOUR LEARNING FRAMEWORK

- Overwhelmingly, our students engage positively with their peers and teachers at the College.
- There are times, however, when they require assistance to understand the impact of poor choices and decisions on their own learning and the learning of others.
- Connecting with students before correcting them is essential, and forms a core value for all College staff.
- The following behaviour learning procedures promote consistency and clarity when managing a child's behaviour across the College in our classrooms and cocurricular environments.

<https://www.btac.nsw.edu.au/behaviour-learning-framework/>