

Dispositions/Attitudes to learning

A positive sense of self – will have an interest in learning new skills, happy to attempt new challenges, able to cope with disappointments, know some information about themselves and their family and have confidence in their skills

- Resilience – being able to persist with a task or activity and not giving up even when things may be difficult. Being able to cope with life's little set backs e.g. not always being first, or not getting what they want, being told no, delayed gratification
- Emotions and morals – be able to express their feelings to others verbally and appropriately most of the time, develop empathy and some level of self control. Children are also encouraged to learn the right thing to do in many situations, helping to pack away, being responsible for own belongings, respect for others, equipment and the environment
- Helping and considering others, developing a sense of respect, responsibility and an understanding of how their behaviour can impact on others
- Attending skills, able to complete activities, able to work alone or in a group, ability to



- focus on the activity and not be distracted by others
- Self help skills – include being able to take care of own belongings, being able to dress self, make independent choices, open own lunch, develop an understanding of keeping healthy, choosing healthy foods, dressing for the weather, toilet independently, wash hands, wipe nose. As well as knowing own full name, address and if possible phone number

What do I need to think about before my child starts school?

Early learning (or Childcare services as they are more commonly known) are ideal environments for children to develop the qualities needed to succeed in all areas of life, including school. They do not need to turn into school environments to prepare children for school. Supporting children's school readiness is about assisting them to develop their skills in areas such as literacy, numeracy and self-care when they are ready for this, and at their own pace.

The social competence of children is at the core of their readiness for school and effective school transitions. Social skills such as sharing, turn taking and playing well with other children are essential in assisting children's short and long term success at school. Responsive, positive relationships between children and their carers are also crucial in building children's self-esteem and resilience which further assist them to make effective transitions from early learning settings to the school environment.