



Kidly
academy



FREE
WEBINAR

Is my child ready to start school?



Webinar host:
Anna Osiecka

Educator, speech therapist,
Director of the Non-public
Teacher Development Center
EDU&DEVELOPMENT.
Promoter and enthusiast
of activities aimed at the social
and emotional development
of children, play pedagogy
and project methods.



Prowadząca:
Anna Maria Sobczak

Psychologist, psychotherapist
for children, adolescents and adults.
She gained experience working
in kindergartens, schools, psychiatric
wards and private practice.
Co-founder of Levitate and Kidly Academy,
a counselling centre for children
and adolescents.

When? **14th of January, At 8 p.m.**

What is school readiness? Who assesses school readiness?

How do parents learn about school readiness?

Who decides to defer school entry?

Emotional, social and cognitive readiness.

SCHOOL READINESS

This is the child's achievement of maturity in four developmental areas, such as:

emotional

social

physical

intellectual



Achieving school readiness in all aspects makes it easier for the child to undertake a new and unknown activity such as learning at school



SCHOOL READINESS



Requirements

Possibilities



WHO PERFORMS SCHOOL READINESS?

Preschool teacher:

- Observes the child during everyday activities and classes.
- Conducts tests and exercises to check various skills, such as cognitive, emotional and social abilities.

Psychologist:

- Conducts specialist tests and psychological examinations - KSRD test - diagnosis of school readiness.
- The assessment includes emotional, social, intellectual and broadly understood cognitive aspects.
- Provides support in identifying possible difficulties and suggests appropriate actions.

WHO PERFORMS SCHOOL READINESS?

Special education teacher

- conducts assessments of cognitive and social development
- Provides advice on the child's individual educational needs

Speech therapist (if necessary)

- Assesses speech and communication development
- Supports children who may have difficulties in this area

Pediatrician

- May be involved in assessing the child's physical development
- Check, general health and physical development

Questionnaires and rating scales

- Questionnaires and rating scales assessment of various skills of the child;
- scales, such as the scale of frequency of behavior (from "never" to "always") and the scale of agreement (from "definitely NO" to "definitely YES");
- possible to determine the child's behavior based on observation objectively.

Observation in natural situations

- during everyday activities and interactions with peers;
- an important element of diagnosis;
- assessing how a child copes in various contexts, such as play, learning or social situations.

Practical tests and tasks

Practical tests and tasks

- assessment of the child's cognitive abilities and intellectual potential
- practical tasks that test the child's physical and motor development

INFORMATION ON SCHOOL READINESS

- Document prepared according to the MEN template;
- Indicates strengths, noticed difficulties, undertaken or indicated supporting actions, instructions for parents - in the scope of skills necessary to achieve as a result of education in kindergarten, specified in the basis of kindergarten education;
- Indicates skills in the scope of independence and self-care;
- Indicates noticed talents, predispositions and interests.
- Must be discussed and forwarded in paper form to the parent by April 30;
- **MANDATORY FOR 6-YEAR-OLD CHILDREN** Must have appropriate stamps and signatures;
- The parent may, **BUT DOES NOT HAVE TO**, forward the document to the primary school;



DEFERRAL FROM COMPULSORY SCHOOLING

Parents may apply for a deferral if the child:

- has not reached an appropriate level of emotional, social, cognitive or physical maturity and
- has health or developmental difficulties that may hinder effective functioning in the school environment.

The decision to defer compulsory school attendance is made by:

- The school principal based on an opinion from the psychological and pedagogical counselling center.
- Specialists such as psychologists, pedagogues or speech therapists who conduct an examination and issue an opinion on the child's school readiness.



PROCEDURE FOR DEFERRAL FROM COMPULSORY SCHOOLING

1. Parents apply for deferral to the principal of the school where the child was to be enrolled.
2. The application is accompanied by an opinion from the psychological and pedagogical counseling center, which includes an assessment of the child's school readiness.
3. The school principal, based on the opinion of the counseling center and the documentation, makes a decision on deferral.
4. A child whose compulsory schooling has been deferred continues preschool education for another year. They have the opportunity to develop their skills at an appropriate pace in order to better prepare for primary school in the following year.

EMOTIONAL READINESS

- Can my child recognize and name their own emotions as well as the emotions of others?
- How do they react to difficult situations?
- Do they often have outbursts of crying, anger, or aggression?
- Do they separate from their parents without fear?
- Are they able to seek support in challenging moments?
- Are they sensitive to the feelings of others?
- Do they try to overcome difficulties, or do they give up easily?
- Can they tell an adult when they are feeling unwell?
- Are they open and sociable, or more withdrawn and shy?

SOCIAL READINESS

SOCIAL READINESS

- Can my child cooperate with other children and adults, or do they often get into conflicts?
- Do they willingly take on household responsibilities and follow rules?
- Do they respond to instructions from adults?
- Do they follow safety rules?
- Can they organize their own time, or do they require constant attention?
- Do they communicate clearly and listen attentively?

COGNITIVE READINESS

- Can my child tell stories, build sentences, recognize letters and create words from them?
- Can they rhyme, recognize phonemes, divide words into phonemes and put words together?
- Can they count elements, add and subtract using specific items, and know numbers?
- Are they interested in the world of nature, plants and animals?
- Can they focus on one activity for a longer period or memorize a rhyme or song?
- Do they understand the concepts of time and space, such as days of the week, seasons, “yesterday”, and “tomorrow”?
- Can they arrange picture stories in chronological order and understand instructions?

Emotions of a 5-year-old

Has difficulty identifying more complex emotions, such as frustration or jealousy;

Sometimes confuses the causes of their emotions or attributes them to others;

May burst into tears, anger or screaming when unable to cope with emotions;

May become discouraged quickly and need help dealing with difficult situations.

Emotions of a 6-year-old

- Is better able to inhibit impulsive reactions, such as screaming or crying, and instead uses words to express their feelings.
- They begin to understand that different situations can trigger different emotions in both themselves and others and are able to express their feelings in a more complex way.
- They cope better with separation from parents and show increased independence in new situations, which makes adapting to school easier.
- They also manage stress more effectively and attempt to solve problems on their own.
- In difficult situations, a 6-year-old may show greater emotional resilience and independence.

SOCIAL DEVELOPMENT OF A 5-YEAR-OLD

- participates in group play but often has difficulty sharing and waiting their turn;
- begins to learn group rules but may have difficulty following them, especially when it comes to controlling impulses or wanting to get their way;
- often needs reminders and support from adults;
- may easily become angry, offended or withdrawn in conflict situations, needs help from adults to mediate and resolve the problem;
- often focuses on their own needs and emotions and may react immaturely to the feelings of others.

SOCIAL DEVELOPMENT OF A 6-YEAR-OLD

- understands the rules of cooperation and is more willing to share and act together with others;
- engages in games that require cooperation and is able to cooperate effectively with peers, with a greater ability to compromise;
- understands and follows the rules, both in games and in everyday situations;
- independently remembers the rules and expects others to follow them as well, which makes it easier to function in a peer group;
- communicates his or her needs;
- tries to negotiate and work out solutions with peers without the need for adult intervention;
- tries to comfort a peer in a difficult situation and is more aware of the impact of his or her actions on others

INDEPENDENCE OF A 5-YEAR-OLD

- often still requires support from adults, especially with more complicated tasks
- often needs help from adults in learning new things and solving problems;
- often needs guidance when performing new tasks;
- often needs reminders about duties, such as cleaning or getting ready for bed;

INDEPENDENCE OF A 6 YEAR-OLD

- Can easily dress independently and take care of their own hygiene;
- Is more independent in learning and solving problems;
- Can attempt to solve problems on their own and look for different solutions;
- Is more self-confident, takes initiative and begins to understand the consequences of their own actions;
- can plan what to do and is able to complete tasks according to the established order;



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Pierwszy dzień szkoły



THANK YOU

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