

A TIME TO THRIVE

Successful Student Transitions

**Series 2 Episode 19
Voices in Transition**

Transcript and Resources

Welcome to Successful Student Transitions – A Time to Thrive

This podcast series is for you if you are:

- A student leaving full-time education and moving into the world of work
- A student moving to university or some form of higher education
- An educator, parent or counsellor supporting students as they take the next steps in their journey from school/college/sixth form into the world of further education or work.

For many students this represents the first big life transition. It can be an exciting and challenging time.

This podcast series provides strategies that develop self-awareness, understanding and the ability to thrive through times of transition.

This episode is part of Series Two: Voices in Transition where we share people's personal stories. You will hear the voices of students and their reflections on their experience of transition and of professionals who work to support students in transition.

This is the full transcript with links to associated episodes.

You can also access the show notes, resources and worksheets mentioned in the podcast by registering [HERE](#).

About Your Hosts

Elizabeth Gillies

Elizabeth is an Education Psychologist based in London who has worked in schools as a psychologist at the individual, group and systems level for over 30 years.



She has been fortunate to live, work and raise her family in America, Japan, and Australia so, unsurprisingly, she is interested in the challenges and opportunities of transitions.

Elizabeth is a CBT (Cognitive Behaviour Therapy) and ACT (Acceptance and Commitment Therapy) specialist. She works in schools, on-line and, near her home base in South London, incorporating walking with talking therapy in green spaces.

At the crunch points at the beginning and end of the school year, Elizabeth runs workshops for young people, teachers, and parents to help them understand common patterns of transition and how to use this knowledge to help themselves during this time and future changes.

Together with a great group of professionals in London, Elizabeth is growing a multi professional support service called Special Networks and can be found [HERE](#)

Elizabeth is a member of FIGT (Families in Global Transition) and with Louise and another FIGT member, is a co-chair of the FIGT UK affiliate. Link to FIGT. Connect via LinkedIn [HERE](#)

About Louise Wiles

Louise Wiles is a well-being, change and transition consultant, trainer and coach and the parent of two teens.



Alarmed by the recent explosion of well-being challenges amongst children and teens, especially during exam years and through times of change and transition. Louise believes we should be better preparing young people for life beyond school and university so that they can thrive through the natural highs and lows of life.

Louise combines her professional background in organisational psychology (MSc) and coaching, with her expertise as a wellbeing, positive change and strengths practitioner and her personal experience of life on the move, to develop training courses and coaching programmes that help her clients prepare for, and thrive, through the challenge of change and transition.

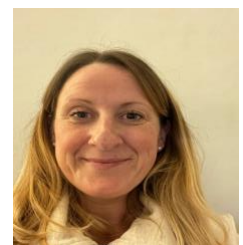
You can connect with Louise on LinkedIn [HERE](#)

Website [HERE](#) and contact Louise [HERE](#)

Louise is also the author of ***Thriving Abroad: The Definitive Guide to Professional and Personal Relocation Success***

About Our Guest – Gayle Marshall

Gayle Marshall is part of the Senior Management Team at a London school where she is Assistant Head. She is focused on all transitions in and out of school, overseeing Admissions and guiding families through the future school's process.



Transcript

Introduction

Welcome to Successful Student Transitions - a Time to Thrive

Life is full of change and resulting periods of transition.

And some of life's big transitions begin as students as they move through the educational process and then on to the world of work or further education, university, and independent living.

If students can learn how to thrive through these transitions, they will acquire invaluable skills that will support them through a lifetime of change and transition.

If you're a student facing some life transitions, or educators or parents supporting students through times of change then this podcast is for you.

We share insights and suggestions to help students thrive in a world where change is the only constant.

This content is also for you if you are an educator or parent supporting students through times of change and transition.

Welcome to Episode - Gayle

In this podcast episode we're going to be discussing school strategies with Gayle who is an experienced teacher and Assistant Head who has a professional and personal interest in student transitions.

Gayle is aware that transition takes up a huge part of the calendar year with students preparing to enter school or get ready to leave at the top end of the school. And because of this, all teachers need to be informed to support students and parents. Transition is for everyone.

Gayle shares examples of intentional support for students and parents and how teachers are involved.

She also talks about her own transition from school to university where she moved from a place of settled and success to a completely new world where time and effort was needed to re-establish herself. She knows that transitions can be tough. It's one of the things that drives her commitment to support young people manage change.

When listening to Gayle - what resonates with you?

What are you already doing to support transitions in your school and what could you add to help students and parents thrive in transition?

Transcript

Elizabeth Gillies 2:39

In this series, we're talking with students and professionals about school transitions. And I'm really fortunate to welcome Gayle today. Gayle has a wealth of experience of transitions, both in school and maybe of her own if we get to talk about that. So, Gayle, would you like to start off and tell us about your role in school, and maybe about how that came about?

Gayle 03:04

Yeah, sure, thank you for having me. So, I am Assistant Head at Weatherby Prep at the moment. So Central London, all boys prep school. I've worked in the independent sector for about 11 years now. I started as an untrained teacher, all-in sort of boarding house tutor etc at Cheme which was a boarding prep out in Hampshire. Then I moved to an entirely different scenario sort of setting, which was professionally an enormous change, which was an all-boys senior school, day senior school, which was Hampton, just on the edge of London and then following that went to my current role as Assistant Head. So, I've done sort of prep, I've done senior, my heart is very much in prep, which is why I went back to Weatherby. I've done Co-Ed, I've done all boys. So, my role now, I actually applied for a totally different roles at the school, but my head at the time saw that I had quite a lot of experience of working with the prep to senior school transition side of things at Hampton, I was Assistant Head of year seven, and was quite involved with admissions, which I've always really enjoyed. I've always really enjoyed that side of things. And so, my role at Weatherby was created. And essentially my primary responsibility there is guiding families and our boys through the 11 Plus and 13 plus, and other stages, sort of future school's choices process alongside our Head, who obviously leads on that as well. And then, I do the other side, as well as doing the exit, I do the entrance. So, I oversee seven plus, eight plus admissions. And the occasional place admissions work as well. So, it's really nice, actually, because it's a good juxtaposition to see them at the very beginning and then help them with their end trajectory as well.

Elizabeth Gillies 05:06

So, ins and outs, beginnings and ends. I think you're right, and to be able to see that kind of process about how people settle in, in that transition, and then how you help them with that unsettledness towards the end, when they're leaving. So yeah, that sounds really nice. And really important. I mean, why is it important to do that? Why is it this job that you've got, why has school set up like that?

Gayle 05:32

I think, it used to be the case that it used to be a bit more simplistic. First of all, I think it used to be simpler to find a school, because I don't think it used to be quite as madly competitive as it is now, particularly the London Day School scene. It's crazy how competitive it all is. But I think as education has progressed, and people no longer see academic as one side, pastoral role as one side, and they don't connect at all, I think we've moved past that people see that a good education is one where everything is integrated. And we understand that, you know, pastoral issues are going to affect academic performance. And, you know, children are going to perform academically better in certain situations where they feel better supported and, and we sort of have a more holistic approach. I think because of that, it's meant that there is a greater responsibility from a school's perspective to ensure

that you're helping families send their children to the right school. I don't mean that there's just one right because I don't believe that there's just one right school for every child because that would be a lot of pressure. And, you know, I think there's lots of great options, but it's about understanding the child as a whole child, and the child and the family as well and what the family want, what works for the family and their family life. And so, I think we've developed a more holistic responsibility in that sense. And I mean, it's not just us there's so many, I have really noticed it like on LinkedIn, for instance, recently like the amount of people adding me who work as Independent Educational Consultants, whose entire career is built on just this, just advising people. And until I went to Wetherby in my current role, I don't think I realised it was such a monumental sort of thing for people. But of course, it's, you know, your children are your most precious thing. And you want to make the best decisions you can for them.

Elizabeth Gillies 07:44

Absolutely. And finding that kind of good fit, not just about the whole child, I think is a really interesting thing, because there is a person in this process, or sometimes there's lots of people, because parents are often going through a transition as well, you know it might be their first child that they've had leaving, or the last child. So, they're in that transition as well, aren't they? I think you're right. It's important for a whole raft of reasons. So, when you're thinking about how you're planning these things in school, have you got a kind of timeline Gayle, when you're thinking about, okay, this is the time to be doing this, and these are the times to be doing that? So are there phases of the things that you're doing to welcome people in or kind of see them out? At the end of their time.

Gayle 08:34

Definitely. I mean, it's been interesting, actually, because I've been on maternity leave this year. And I sort of feel like, feel a bit guilty almost going back at the time of year and going back. Because I'm just sort of walking back through the doors at the calmest point of the year. I've really missed, you know, the the pinch point, which is September to February, March, really, which is from an admissions point of view, we begin finalising registrations, sending out information about exams and things to parents, and then for prep and seniors, the admissions test tend to be January time. And then obviously, from a senior school perspective a lot of the results start to come out kind of January, well interviews then results January, February. So, I think there's a lot of practicalities that need to be managed at that time. I think it's a really interesting time there as well because whilst I'm busy doing a lot of the practical element, I think what's really important is that, like you said, we don't forget, there's people at the centre of this process. And there's a lot of emotion to be managed at the time, there's a lot of stress, there's a lot of disappointment, there's a lot of excitement. Yeah, it's a demanding time emotionally. And I think that is also the time where the academics team plus the pastoral team really come together to do a lot of work on supporting our boys who are perhaps going out to sit exams, go for interviews, etc. But also, we do a lot of work liaising with our pre preps to support the families there who are obviously hoping to come to our school and yes, there is a timeline, it all just kind of gets slightly mashed into a very hectic epi centre for about six months.

Elizabeth Gillies 10:32

So, it sounds like autumn and spring terms are busy preparing people for where they're going next.

Gayle 10:43

Exactly.

Elizabeth Gillies 10:43

And maybe that summer terms preparing people to come in.

Gayle 10:48

Yes, exactly. And I think the balance to be struck is often actually the beginning of that Autumn term, because you have so many new children in the school. But really quickly at the beginning of the autumn term we have the ICB pre-test for our year sixes. And that crops up, you know, really by October half term, so not only at that sort of early stage in the autumn term, are you welcoming in all the new children and trying to get them settled and that will be very much the responsibility, at our school, of an amazing team and form tutors and heads of year who do that so brilliantly. But then you're also preparing these children for looking to the next stage, which, yeah, can feel like a lot of balls being juggled, I think all at once, definitely.

Elizabeth Gillies 11:41

So, you were saying that, when you were talking about those things, I was thinking every terms transition time. But also heartening to hear you've got a transition team. So, you're not doing this on your own, there's a team of people who are all working on these kind of things together.

Gayle 11:57

Yeah. And I think we wouldn't even necessarily label it as like a distinctive sort of team of people who do it. It's integrated really into every single member of staff's role. I think every member, every teacher has a responsibility when it comes to transition, because you're either preparing children to leave us, whether in an academic sense or pastoral sense, you know things like practice Interviews or or you're welcoming children in and you're trying to get them used to the ways of the school, from something as small as this is how we write the title and the date in our books, and it's really important that we all do it this way, because that's the Wetherby way that we do these things. To much more complex things like children who are struggling to perhaps establish friendships and so on. And I think, yeah, I, my feeling is, that's the way that transition works the best, is when everyone buys into it, and sees that they've got a responsibility. And I think in some ways in a middle school, essentially prep schools are a middle school it's just inherently entrance and exit focused. So, it's not a long time, five years. So, I think people do understand that it's just part of the role.

Elizabeth Gillies 13:09

I think that's a really quite a powerful thing to say that it's integrated into the role, that it's part and parcel of what everybody does. Everybody's got a view on somebody coming in, or somebody's leaving. Really nice. What do you want to enjoy about all this transition work?

Gayle 13:25

Um, that's a good question. I love helping families find a next stage that they are positive and happy about. And I love seeing the children leave with a genuine belief that they're going to a school where

they'll really thrive. So that's the thing that I really like, knowing that they're going on somewhere where I think they're going to do really, really well. I think the side that actually, you know, sort of conversely, the side I find quite hard, is when that's not the case, if I ever feel that they're kind of going to somewhere where I think, 'Oh, I'm just a bit nervous about that.' And because, you know, it's difficult, I don't agree with every single parent that I see about where their children should go, and so on. And that can be for a variety of reasons. And ultimately, this is their child, you know, it's up to them and their child, and I can have my thoughts on it, but it's not up to me. And so, I suppose sometimes I feel like nervous. Although I'm very happy that often I'm proved wrong. And I think I also really like identifying boys at the junior years, who I feel are, I mean, we're selective to an extent, all of the boys in our pre prep get a place at our school. We don't just take the most academic children in London or anything like that. So, we have a pretty diverse range of children that come to us in terms of their talents, and so on, which I really love. And I love identifying the children who are going to be able to contribute to our school, but in loads of different ways, not just oh, 'he's going to be a scholar, when he gets to year nine,' or anything like that more this kid could be, we write our feedback sheets for admissions, and I love going through them, because there's quite a big team of people involved in doing workshops, and so on with the kids. And I love reading about the boys where they say, 'he just has such lovely manners, he was such a polite boy,' or reading about the boy who had come armed with like three different jokes that he told to everyone all day, and those kinds of kids, and so looking at the kids that have something else to offer as well, other than just, you know that they'll be very smart, or they'll be incredibly talented at sport or whatever. So, yeah, I like being able to see how we'll keep the kind of happy mix that we have in our school going, definitely,

Elizabeth Gillies 15:59

It's one thing that I have an eye on too, a bit similar to you Gayle is that whenever I'm working with someone who's got a transition coming up or something, I like to see where their strengths are, you know, and having a sense of humour in transition is really, you know, lost again, you know, having that sort of being able to have a sense of humour and use it in transition times, or being able to get on well with people and be seeing where your place is. So, using strengths, looking for strength, strength spotting, and using strengths in transitions, I think it's a really lovely idea. What about anything from any of your own transitions about things that you've learned about transition? I don't know, if you, you want to kind of share some of your wisdom on that Gayle?

Gayle 16:54

Yeah, I mean, I think a big part of the reason that I ended up in teaching was, I mean, I just had the happiest time at school. My Mum actually hilariously sent me my old school report the other day, and my husband was laughing at me being like, 'Oh my God, you were such a nerd.' And I think he described me as like a 'blue stocking', it's a very like Malory Towers kind of things. But I think I did, I just loved it, I loved every minute of school, and I was lucky like I you know, I was sporty, I did quite a lot music, I did a bit of drama. I wasn't, you know, desperately cool, but no one gave me any trouble either, I was just a normal, happy, involved kid. And I think by the time I got to my upper sixth, I was having the time in my life, you know, as a prefect, etcetera, etcetera. And I think, I always remember my Dad saying, because my Dad was the Head Boy at his school, and he was very similar to me, loved school, Captain of Rugby, etc. And I always remember him saying, 'you really, really can't peak now.'

He was like, 'you're going to have to get over leaving school.' And it was actually a really, really sage piece of advice, because I found that transition from school to university one of the hardest things I've ever, ever done. So, I went from being in this big boarding and day school where I was busy from literally from 7:30 in the morning till 9:30, 10 at night, and my feet never touched the ground. And I was just so absorbed all the time. And then, I went and I did Theology at university, I went to Bristol. And I actually like, in my second and third year, I really got into my course and my friendship group became more established and I became much happier. But I found the first year so hard, like freshers week just was a completely bonkers experience, I found, and I just felt quite like, where do I go to find my netball team? Where do I go to play in the orchestra? Like this is all just, you know, have four hours of lectures a week I think I had or something, you know, just absolutely nothing. And it had all been just kind of served up to a plate on me, for me, I guess at school. And so, I found that transition very hard. And I think actually that is a really big part of the reason that I kind of do, what I do, is that I remember, I just have this distinct memory of how difficult I found it. I felt very, very unhappy initially, and I was very tearful, I was like, you know, I'd gone from in this really confident person to on the phone to my Mum, every two hours being like, this is so hard, which is just not really, who I had been or was. And I think because of that I feel very committed into kind of preparing. I loved my school. But one thing they didn't do was prepare me for university in the slightest. I had no idea what I was going to. I just knew I was going to do a degree and, you know, great, I didn't really know what university life was like, I'd never, apart from my brother, but my brother and I are quite different characters probably, well we were at that age anyway, in terms of our approach and stuff. I'd never really, didn't have a sense of what I was going to, and I think if I'd been prepared, probably would have found it easier. So, I think that does influence me now. I have a real consciousness of being that I want the children to know, to go to something that's right for them, but also to be prepared for what they're going to, because moving for instance, from like a small, cosy prep school, where you've got 80 children in your year, to a big bustling senior school where there's 1400 kids, like it's a totally different thing. And I do think it takes preparation, and it takes awareness to manage it successfully.

Elizabeth Gillies 20:37

I think you're right, I think having that experience yourself of the shock of being somewhere that's totally different. And, and the loss of all the things that were familiar to you, and relationships and place and, you know, kind of responsibilities and things you had, it's almost like starting all over again, isn't it? So, it is, I think it's a good thing to hold close to you, to remember that that's why you're doing it because the kids are going through to school or your, as you say, going from your school to much bigger schools, it can be, if they're not prepared, it can be really challenging.

Gayle 21:18

Yeah, and I think it can also, I mean, you'll know more than me from a psychology background, but my experience is that can affect you and last with you in some ways. I still, when there's a big change, I still find that quite a big step to navigate. And I'm sure part of that is because I was never really prepared for that initial change and I'm much more self-aware obviously now, but I'm definitely someone who finds moving jobs for instance, quite a big thing. I don't just naturally take all that in my stride, I have to quite consciously manage those changes in my life, like becoming a Mum. I had to consciously manage

it, and not being at work and so on. And so, I think if you're not prepared, and you don't have a toolkit when you're younger. It can sort of last with you. I think.

Elizabeth Gillies 22:09

I totally agree, Gayle. I think what Louise and I hope from this series of podcasts is that we help people understand the common things that happen in transitions. And then about how they understand themselves to give them a toolkit or a blueprint about, this is how I manage transitions, and to have knowledge and skills to deal with it. When just saying there, I was kind of curious about, could you share one thing with us about how you might prepare kids leaving from where you are to go to somewhere else?

Gayle 22:51

I think the number one biggest thing is speaking to other children who've been through it, other young people who've just been through it and been through it quite recently. Something that we do, and I actually would like us to do more of, so the plan is to do a lot more of it particularly for our year, six, seven, and eights, is we get our old boys back. But like I said, I do think we need to do more of that for our boys, and they come back and not just 'oh, you're going to St Paul's so you can go and talk to this boy who's come from St. Paul's.' It could be anyone, 'you're going to London day school come and talk to this boy about what it's like to move on to senior school.' Because I can tell them all about what it was like for me to go to university or whatever. But to be honest, that was over 15 years ago, probably almost 20 years ago or something now, finally. But you know, my experience there is not really that relevant to them to be honest, in the same way that someone who left us two to three years ago, who also might have been the kind of character who was like, you know, some of them might have been head boy, but some of them might be in an opposite character and be actually, 'I really flew under the radar at Wetherby, and this is my experience of being a boy like that, and how my transition to St Paul's or Eton, or wherever they've gone is.' We had one of our one of our boys come back last year who had gone on, I think he'd gone on to Eton. And he came back to talk to our boys specifically about boarding. And it was just brilliant. And it was so useful. And speaking to the boys afterwards, you know, they just found it so helpful. Because also what they want to know is that really basic stuff, some of them want to know, how does breakfast work? If I want toast for breakfast, you know, can I have toast for breakfast? Or am I going to be told I have to have porridge everyday? Really, really basic things. But it matters to how they're perceiving their next stage. And so, I think talking to someone who's really a peer, makes a massive difference. And we do have Housemasters, and so on coming as well, which is also great. Something which I would really like to start, which I think hopefully we will look to doing in the next couple of term is also doing it for the parents, because it's an enormous transition for a family, particularly if you're going say from a day school to a boarding school. So, I'd love to start getting some parents whose children have maybe made the move to come in and talk to other parents about here's how it works as a parent at this school, because I think the transition isn't just the child. It's a whole change for a family.

Elizabeth Gillies 25:34

Gayle, I think that's fantastic because I know you have buddies in school when people come in. But this is about buddies when they're leaving, and they can get a picture about what life might be like wherever

they were going next. So, a really lovely thing to share with us thanks. What other things do you think you do well as a school, we've heard of lots of different things about it being something that every staff member has an eye on. Any other bits of advice, you'd say, "Oh, we've learnt this works really well" or whatever, what other things, maybe three things that you'd say then?

Gayle 26:17

I think in terms of boys joining us, I think having one person who's a buddy is really, really important. Making it really clear to the child that, to both the buddy and the new child, that that's not you know, some of the boys take it so seriously, which is so lovely. But it's making it clear to them that that's not exclusive to making other friends and kind of encouraging them. So, whilst we will have a central buddy, there will potentially be certain events, moments in the day where they won't be together, which we think is quite healthy, so that the child then makes other friends, and also because we might give the child a buddy who was a boy who we think is a nice, friendly boy fairly responsible, etc. That doesn't mean they're going to necessarily get on and have a budding friendship or whatever. So, I think we are quite good at sort of saying, this is your buddy, but we also prep all the boys to say, so and so's joining your class please everyone be really friendly, Tommy is going to be his buddy, but that's, you know, everyone needs to get stuck in with him. And I think that makes a really big difference. I think the other thing we do really well is we really embrace families at our school, I don't think we just shut the door. I don't think we say, oh great your kids here, goodbye. And we just shut our front door and that's it. I think we have a fairly open-door policy with our parents. And the kind of the benefit of that is we have a very strong PTA, very strong Class Rep, sort of situation. We have very positive relationships between the parents and the staff and a very open discourse with them. And I think that really, really helps with the settling-in process. Because I think the parents feel, we always talk about the Wetherby family. And I think it's actually a really powerful piece of rhetoric, because I think it is really important that the whole family feels embraced by the school and like they're part of their child's new start. And they can call us if they want to find out how they're getting on, you know, they can email us if there's, you know, something that they want to talk about, and so on. And I think our staff are quite good at kind of setting boundaries at that as well. You know, we all, we obviously would rather they weren't on the phone at midnight panicking or something. But yeah, so I think we, I think we embrace the whole family. So, I think that's, that's another thing. And then I think in terms of boys leaving. I think the thing that we do well, is I think we have, again, I think the staff pupil relationships are very strong, and the staff are very prepared to share their own experiences, because we have staff that went to day schools, to boarding schools, to private schools, to state schools, to grammar, schools, whatever. And I think the staff have a very nice disposition when it comes to sharing their own experiences, and so on. And I think that the people that advise on future schools, really know the schools. We spend a lot of time going out and visiting schools spend a lot of time getting to know the kind of ethos and developments within certain schools. And I hope that means that the advice that we give is effective for the family. So, they tend to leave us going to schools, which we feel confident will be a right place for them, even if one of many, but a really good fit for them. There can be an element of kind of panic placing, particularly at sort of 13 plus Day School, London Day School. And I think we do quite well to stay calm in the face of all that. And really work at finding places at the right schools for our boys.

Elizabeth Gillies 30:16

I mean, these transitions are tough aren't they, and with competition around, especially in this kind of London bubble that we're in. It can, it can be tricky. And just reflecting there really nicely when you were talking, I was thinking, gosh, there you're thinking about children, in your buddy system, for instance, then you're thinking about how you're helping the family settling in. And then you're thinking about your staff, the teachers being knowledgeable. So, a really nice cross section of kind of things in a system from individual children, families, and then your school to think about what you're doing well, lovely to hear that Gayle. Is there anything else that you think that you'd like to say about transition or, I mean, you're going through a big one at the moment with your having a new baby and then returning into school again.

Gayle 31:09

Yeah, yeah, absolutely. And I think it's been a really, I just remember a colleague saying to me, when I was about to go on maternity leave, he said, 'You know,' I mean, I don't think he was saying that I'm not empathetic, I think I am. He said 'you'll become even more empathetic with the parents when you have your own child and you will understand why they can get so emotional about a lot of the stuff at school, and particularly stuff to do with transition.' And he's absolutely right. So far so good, my child, he seems to be at the nicest nursery, they're all absolutely lovely, but it's been a real reminder to me, of how important it is to realise what an emotional and emotive topic it is for people. It's, you know, for us it can, I wouldn't say we ever dehumanize it in any way. I don't think we would ever, look at our boys and say, CAT scores, exams - you know, we're not really like that. I don't think many schools are really like that. But I think it's been a really important reminder that you've got to always remember that there's fundamentally a human and fundamentally, usually a child, at the centre of everything you're doing, relating to transition. So, it's an enormous responsibility, and you have to take it as seriously, as the parents would, whilst also being realistic, etc. And I think it's about remembering to be empathetic. I think it's so important that staff involved in any form of transition have the ability to be empathetic while setting boundaries, obviously, because I think there has to be an element of like, 'we'll take him now, he's going to be fine', you know, as the staff at the nursery probably needed to do with me on Monday, like, 'go, go see you later.' But it's having that awareness that, of course, this is a really emotional process. And if, people get emotionally invested in it, perhaps people might sometimes say things they don't mean in these discussions and so on. I think it's about understanding that, of course, it's a really emotive topic. And we just have to try and be as patient and as calm and remind people that we're doing our best for the kids as much as we can.

Elizabeth Gillies 33:31

Yeah. So that human element back to all again, isn't it, Gayle? And often, you know, when you're working with young children as well, it's sometimes not necessarily their decision, it's maybe more an adult decision. So, we have to bear that in mind too. Gayle, I have so much enjoyed our conversation today. And I've actually got more questions I've been writing down to kind of ask and everything but hearing about your school, running as an education, as a learning place, and taking transition as really integral to that is a great story. So, thank you for sharing that with us. And I'm sure there's more conversations to be had.

Gayle 34:18

Yeah, thank you so much. It's been really, probably quite good for me to do before I go back to work. Remind me get my brain going again.

Elizabeth Gillies 34:27

There's a new place to go to and it will be filled with different emotions, excitement and nervousness that comes around

Gayle 34:34

Yeah, another transition and other day. We never

Elizabeth Gillies 34:37

We never stop. Thank you again, Gayle.

Further Listening

To learn about all the other episodes, access transcripts for free and buy the Think Sheets associated with episodes 1 – 10 go [HERE](#)

We hope you have enjoyed this interview with Gayle talking about whole school strategies.

You might want to listen to all the previous podcasts in the series but especially:

Podcast One – Beat the Transition Blues -where we talk in depth about the nature of change, transition, and adjustment and why struggle can be part of the journey to grow knowledge and resilience.

Podcast 4 - What Matters to You - where we talk about knowing our values and what's important to us helps carry us through challenging times.

Podcast 10 – Supporting Parent Transitions – Empty Nests. This episode is especially for parents where we share ideas about how they can support transition in their child and frameworks to help them manage their own change and adjustment experience.

Please check out all the podcasts, transcripts and Think Sheets that you can purchase to dig deeper into the topics of transition and where we share more resources. For all these resources go [HERE](#)

Thanks for listening.

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