

6.2.1

Transitions

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.



Week 31
7.10.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)
Conducted by the room leader along with their educators.



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

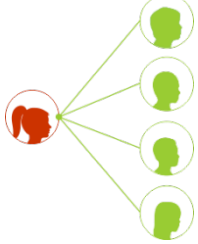
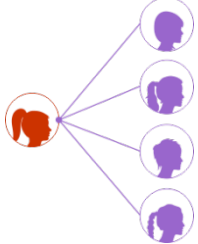
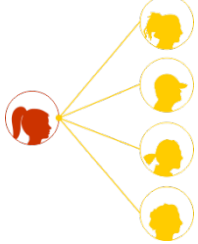
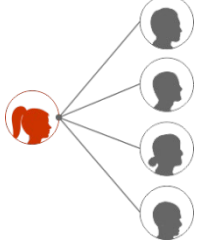
Continuity of Care	ED1	ED2	ED3	ED4	ED5
Do you ask families to participate in decisions affecting their child eg moving to new room/group?					
Do you respect each family's child rearing practices and adhere to them where there's no conflict with service policies?					
Is the routine flexible enough to meet the different needs of young children?					
Do you share information with families and encourage them to do the same?					
Do your practices show families that their opinion matters?					
Do you tell team members with different shift times about children's experiences during the day and information shared by families?					
Do you work with specialists and community organisations to support the care needs of children with additional needs?					
Transition general					
Do you follow documented procedures to ensure all children safely transition from one activity (including excursions), routine or area to another eg head counts					
Do you teach children about road/transport safety to support their safe transitions between settings?					
Transition to a new group					
Do you talk with families about moving to a new room/group before it happens?					
Do you share information about the child with new educators if relevant?					
Do you take child and parents on several visits to new room before move happens?					
Do you invite new educators to visit child in their current group?					
Transition to school practices					
Do you talk to families about how ready their child is to start school?					
Do you talk to children about similarities and differences between school and preschool?					
Do you focus on school readiness activities in the second half of the year?					
Do you tell families how they can help get their child ready for school?					
Do you give families a school readiness report in October which includes children's strengths, needs and interests?					

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- Could information about children be shared more effectively between educators working different shifts? How could this be improved?
- Do you support children adequately during daily transitions like moving from big to small groups, to and from care routines, between indoor and outdoor spaces, and between learning and routine experiences, as well as transitions between settings? What aspects of these daily transitions could you improve? This is the question used for the below reflection.
- What changes could you make to improve a child's continuity of learning, after considering their particular needs and circumstances?

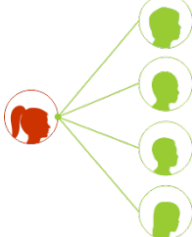
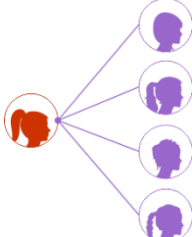
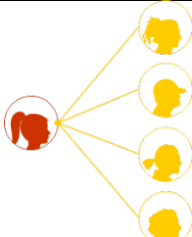
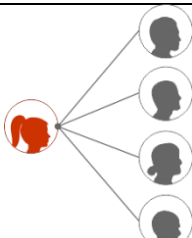
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>As a child, I may feel confused or frustrated when different educators don't seem to know what I like or what I need. This makes me feel unsettled, especially during transitions or changes in routine. I may struggle to adjust when there is no clear communication between educators about my preferences or experiences.</p>	<p>I will introduce a consistent communication system, such as daily handover notes or digital logs, to ensure every educator is aware of each child's preferences, routines, and needs during their shift. This will help children feel more secure and supported.</p>
 <p>an educator</p>	<p>As an educator, when working on different shifts, I sometimes feel that the information I have about a child's day or experiences is incomplete. This can make it harder to provide consistent care and address the child's needs effectively. I may feel out of sync with my colleagues, which impacts the overall support we provide for the children.</p>	<p>I will implement a more structured handover process, ensuring detailed information about children is shared between shifts. A collaborative approach, possibly using a digital platform or a transition diary, will improve communication and ensure smooth transitions.</p>
 <p>your families</p>	<p>As a parent, it's important for me to know that the educators working with my child are aware of their needs, routines, and any changes that may have happened at home. If information isn't shared between shifts, I may feel anxious about my child's care, especially during transitions between educators.</p>	<p>I will actively involve families in the communication process by regularly updating them and ensuring they know that every educator is informed of their child's needs. A family communication app or regular check-ins could help strengthen trust and transparency.</p>
 <p>theorist and current research</p>	<p>According to the EYLF and theories like Vygotsky's, children's development is deeply influenced by consistent and meaningful interactions with educators. Current research highlights the importance of continuity in care and communication between educators, as this consistency provides a sense of security that supports children's emotional and cognitive development.</p>	<p>Based on this reflection, I will adopt an ongoing professional development approach where educators engage in critical reflection sessions to improve communication strategies. This will ensure that all educators are well-informed about each child's needs and can provide high-quality, consistent care across all shifts.</p>

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- What changes could you make to improve a child's continuity of learning, after considering their particular needs and circumstances?

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 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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