



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice

Clarifying responsibilities and collaborating with families and educators: Our team promotes continuity of learning by creating collaborative partnerships with families and new educators. Before transitions, we hold meetings with families to share detailed reports about the child's progress, strengths, and interests. New educators are introduced early, and joint visits with families are arranged to familiarise children with the new environment. We ensure that responsibilities are clear, and everyone knows their role in supporting the child.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for embedded**' description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Please give an example of the way you and your team systematically promote continuity of learning and effective transitions for each child by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions

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The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please give an example of the way you and your team systematically promote continuity of learning and effective transitions for each child by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.

There are two parts of the question above, here is how we can look at each part.

Part 1: Promoting Continuity of Learning

Description: This means ensuring that each child's learning experiences are consistent and uninterrupted as they transition between different phases of their education. It involves maintaining a seamless flow of learning, so children can build upon their previous knowledge and skills.

Example: Our team promotes continuity of learning by documenting each child's progress and sharing this information with their new teachers. This way, the child's new educators can tailor their teaching to the child's specific needs and ensure that the learning journey continues without disruption.

Part 2: Effective Transitions through Collaboration

Description: This involves working closely with families, new teachers, and educators to facilitate smooth transitions for children. It means actively communicating, sharing information, and clarifying responsibilities to ensure everyone is on the same page during these important moments in a child's educational journey.

Example: To achieve effective transitions, we invite new educators to visit children in their current room, introduce them to the children, and encourage interaction. We also take children and

parents/guardians on multiple visits to the new room before the transition. This collaborative approach ensures a positive and well-supported transition experience for each child.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please give an example of the way you and your team systematically promote continuity of learning and effective transitions for each child by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.

Transition Meetings: Before a child transitions to a new room or setting, our service holds transition meetings with families and new educators. We discuss the child's strengths, interests, and any special needs, ensuring everyone is informed and aligned in supporting the child during the transition.

Written Transition Plans: Our team creates personalised written transition plans for each child, which outline key responsibilities for both current and new educators. These plans are shared with families and include steps to help the child adjust smoothly to their new environment.

Family Communication App: We use a communication app to share daily updates with families, ensuring they are informed about their child's experiences, progress, and upcoming transitions. This app allows educators and families to communicate easily, promoting seamless transitions and supporting continuity of learning.

Familiar Educator Visits: In preparation for a transition, new educators visit the child in their current room or setting multiple times before the move. This allows the child to become familiar with the new educator, and the educator gains insight into the child's current routines and needs.

Orientation Sessions for Families: Before transitions, we invite families to participate in orientation sessions where they meet new educators and tour the new room or setting. During these sessions, families can share any concerns and receive guidance on how to support their child during the transition.

Collaborative Progress Reports:

Our educators collaborate to create detailed progress

reports for each child, which are shared with both the family and new educators. These reports focus on the child's development, learning outcomes, and any specific strategies that have been effective in supporting the child.

Regular Check-ins After Transition: Following a child's transition, we schedule regular check-ins with families and new educators to assess how the child is adjusting. These meetings ensure that any challenges are addressed quickly, and responsibilities for ongoing support are clearly communicated between all parties.

Your turn. Select a point from above and break it down into the subsections.

Please give an example of the way you and your team systematically promote continuity of learning and effective transitions for each child...

... by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.

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