



Assess your practice first.

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

Exceeding – Critical reflections. Transition practices consistent with theory, frameworks, and policies: *Our transition practices are aligned with socio-cultural theories like Vygotsky and Malaguzzi, emphasising children as active participants. Using the EYLF/MTOP frameworks, we focus on building continuity by recognising children’s prior experiences. Our policies, such as the “Transition to School Procedure” and “Orientation for Children Policy,” guide the process. We aim to foster children’s security and confidence by maintaining relationships and preparing them for transitions through intentional teaching strategies.*

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

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

Critical Reflection - Please discuss the way you and your team’s transition practices are consistent with practice theory, the approved learning framework/s and the service’s policies and procedures.

If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do next section.

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 Critical Reflection. If you have already successfully completed the previous section demonstrating how you are exceeding in Critical Reflection, you do not need to complete this section.

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

Please discuss the way you and your team’s transition practices are consistent with practice theory, the approved learning framework/s and the service’s policies and procedures.

Let's break down the above statement into two parts and provide simple descriptions to help you:

Part 1: Consistency with Approved Frameworks

This means ensuring that the way you and your team handle transitions aligns with the guidelines and principles set out in the approved learning frameworks for early childhood education. It involves following the framework's recommended practices to support smooth transitions.

Part 2: Alignment with Service Policies

This involves making sure that your transition practices are in harmony with the specific policies and procedures established by your early childhood education service. It means that the way you handle transitions complies with the rules and guidelines set by your organisation to ensure consistency and quality in the transition process.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

Please discuss the way you and your team’s transition practices are consistent with practice theory, the approved learning framework/s and the service’s policies and procedures.

Alignment with the EYLF/MTOP: Our transition practices follow the EYLF/MTOP, focusing on building on children’s prior experiences. We ensure continuity by recognising their existing skills and knowledge and use this foundation to make transitions smoother, helping children feel secure and confident in new environments.

Vygotsky’s Socio-Cultural Theory: In line with Vygotsky’s theory, we view transitions as a collaborative process where children actively participate in their own learning. Educators facilitate transitions by scaffolding experiences, guiding children to connect new routines with familiar ones, and encouraging peer interaction to support learning.

Structured Policies and Procedures: We adhere to the service’s "Transition to New Rooms" and "Transition to School" procedures. These policies outline specific steps for introducing children to new environments, educators, and routines, ensuring consistency in transition practices across the service.

Intentional Teaching: Based on practice theory, we use intentional teaching during transitions by carefully planning experiences that build resilience and independence. Educators introduce new concepts in a gradual, supportive manner, which helps children feel prepared and confident as they move to new settings.

Malaguzzi’s Reggio Emilia Approach: Inspired by Malaguzzi’s approach, we view children as active participants in transitions. Educators collaborate with children, encouraging them to express their feelings about changes and involving them in decisions about their learning environment, fostering a sense of ownership and belonging.

Routines Reflect Children’s Needs: Our transition practices are consistent with the EYLF’s principle of flexibility, where routines are adapted to meet each child’s needs. We ensure transitions are paced according to the child’s readiness, with familiar routines and educators providing emotional support during the process.

Reflective Practice: In alignment with practice theory and service policies, we engage in regular critical reflection on our transition practices. Educators meet to discuss how transitions are working for individual

children and families, making adjustments where necessary to ensure transitions are smooth and effective.

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

Please discuss the way you and your team’s transition practices are consistent with practice theory, the approved learning framework/s..... *(Remember reading these descriptions becomes a part of the reflection).*

... and the service’s policies and procedures *(Describe the changes you made after the reflection).*