

**Room Leader**

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Clarifying Responsibilities	Ensure all educators, including casuals, understand their roles during transitions, providing clear instructions for safe arrival and departure.	Lead by example in fostering collaborative practices, ensuring educators, families, and external partners understand their roles and contribute effectively to transitions.
Collaborating with Families and Educators	Organise meetings between current and new educators and families to share information about each child's strengths and needs.	Build strong relationships with families and educators, facilitating open communication and regular updates to ensure continuity of learning and smooth transitions.
Supporting Transitions with Frameworks	Implement transition plans based on the EYLF, ensuring policies like "Transition to New Room" and "Transition to School" are followed.	Use socio-cultural theories like Vygotsky to support transitions, fostering a learning environment where children are active participants in the process.
Risk Assessment and Safety (Most prosecutions are coming from this reg, followed by children leaving the centre without adult).	Conduct risk assessments as required by regulations (e.g., Reg 102 ABCDEF), ensuring safe transitions between settings, with clear processes for managing risks.	Champion the importance of safety by regularly reviewing and updating risk assessments, and ensuring all staff follow safety protocols during transitions.
Communication Processes	Ensure smooth handovers between educators during shift changes by maintaining up-to-date communication logs or digital platforms.	Foster a culture of open communication between shifts, ensuring that all educators are aware of children's experiences and family updates to support continuity of care.
Managing Emotional Wellbeing During Transitions	Provide emotional support to children during transitions by ensuring routines accommodate their individual needs and offering familiar educators.	Lead efforts to create personalised, child-centred transition plans that consider emotional wellbeing, involving families in developing these strategies.
Collaborating with the Community	Coordinate with local schools and inclusion support agencies to ensure children, particularly those with additional needs, have smooth transitions.	Build and maintain strong partnerships with community organisations, promoting resilience and wellbeing in children during transitions to school or new environments.

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions

**Educational Leader**

Aspect	Educational Leader's Management Role	Educational Leader's Leadership Role
Clarifying Responsibilities	Ensure all educators are familiar with transition policies and procedures, such as safe arrival protocols and risk assessments, providing guidance where needed.	Lead discussions with the team to critically reflect on and improve transition practices, ensuring responsibilities are clear and well understood by all educators.
Collaborating with Families and Educators	Oversee and ensure the sharing of information between educators, families, and external services during transitions, ensuring clear communication channels.	Foster a culture of collaboration by engaging families and educators in continuous conversations about each child's progress, promoting holistic support during transitions.
Supporting Transitions with Frameworks	Ensure the service's transition practices align with the EYLF/MTOP and that they are consistently implemented in practice.	Advocate for the use of learning frameworks and practice theories (like Vygotsky, Malaguzzi) to drive reflective practices that support smooth, child-centred transitions.
Risk Assessment and Safety (Most prosecutions are coming from this reg, followed by children leaving the centre without adult).	Ensure that risk assessments related to transitions (e.g., Reg 102 ABCDEF) are conducted and up-to-date, supporting compliance with regulations and safety procedures.	Lead proactive discussions with educators about managing risks during transitions, ensuring that safety is always prioritised and risk assessments are effectively implemented.
Communication Processes	Implement systems for effective communication across shifts and between educators, ensuring vital information about children's needs and experiences is shared.	Lead initiatives that promote effective and ongoing communication, encouraging the use of tools like digital platforms and face-to-face handovers to ensure continuity.
Managing Emotional Wellbeing During Transitions	Ensure educational practices support children's emotional wellbeing by providing resources and strategies for educators to implement during transitions.	Lead the team in developing and promoting personalised transition plans that focus on emotional security and resilience-building, advocating for child-centred approaches.
Collaborating with the Community	Coordinate with external professionals (e.g., inclusion support agencies, local schools) to ensure successful transitions for children, especially those with additional needs.	Lead efforts to strengthen collaborative partnerships with community organisations and schools, ensuring children have a supportive and well-rounded transition experience.

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions



Nominated Supervisor

Aspect	Nominated Supervisor's Management Role	Nominated Supervisor's Leadership Role
Clarifying Responsibilities	Ensure the service has clear transition policies and procedures, and that all staff understand their responsibilities regarding safe arrival and effective transitions.	Lead by example in creating a culture of accountability and clear communication, ensuring that all team members know their roles and responsibilities during transitions.
Collaborating with Families and Educators	Oversee collaboration between educators and families, ensuring smooth information sharing, and coordinate with external services when required.	Inspire a service-wide commitment to working closely with families, actively promoting trust and collaboration during each child's transition process.
Supporting Transitions with Frameworks	Ensure all transitions align with the EYLF/MTOP and service policies, ensuring they are regularly reviewed and updated as needed.	Lead the team in embedding the learning frameworks into everyday practice, empowering educators to use these frameworks to support children through transitions.
Risk Assessment and Safety (Most prosecutions are coming from this reg, followed by children leaving the centre without adult).	Conduct regular reviews of risk assessments for transitions and ensure compliance with National Law and Regulations (e.g., Reg 102 ABCDEF for safe arrivals).	Lead a proactive safety culture, encouraging educators to identify potential risks and collaborate on solutions that ensure the safety and wellbeing of all children.
Communication Processes	Ensure systems are in place for consistent communication between educators, families, and external services regarding transitions and the child's progress.	Lead open and transparent communication practices, encouraging feedback and dialogue between families and educators to support each child's continuity of care.
Managing Emotional Wellbeing During Transitions	Ensure emotional support resources and strategies are available to all educators to help children cope with the challenges of transitions.	Lead efforts to create a nurturing and supportive environment where every child feels emotionally safe and secure during transitions, promoting resilience and wellbeing.
Collaborating with the Community	Build and maintain partnerships with local schools, inclusion services, and community organisations to support children's successful transitions.	Lead the service's efforts to engage with the broader community, strengthening relationships that enhance children's transition experiences and overall development.

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions