# 6.2.1 Transitions

Sharing information and clarifying responsibilities supports continuity of learning and transitions for each child.

Working with families, other educators, and other professionals when required, helps children feel safe secure and supported as they move between different spaces and settings including between:

* home to service
* different services
* different rooms/groups
* service to school
* routines and experiences.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give an example of service practices that help children understand and feel comfortable with the expectations, routines, and practices of groups, rooms or settings they will move to in the future.*  | *Please give an example of the way you and your team clarify responsibilities and collaborate (share information) with families, new teachers/educators to systematically promote continuity of learning and effective transitions for each child.*  |
| ***Service practices for transitioning to new groups or rooms:*** *Our service ensures smooth transitions by introducing children to new educators and environments early. Two weeks prior, we discuss the upcoming move positively, refer to new educators in conversations, and schedule visits to the new room. Parents are included in these visits, fostering familiarity. Educators visit children in their current room to build rapport, creating a sense of security and easing anxiety.* | ***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.* |
| *Please explain how children are supported through a transition where they arrive as a result of an unexpected incident or families have made a casual booking.*  | *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.* |
| ***Supporting children during unexpected transitions or casual bookings:*** *When children arrive unexpectedly, educators welcome them by using their name, introducing them to the group, and inviting them into ongoing activities. We ask the child and their family about their interests and strengths, incorporating these into the day if possible. If the child has experienced a traumatic event, additional comfort is provided. Continuous monitoring ensures the child feels safe and supported, and parents are consulted for any additional needs.* | ***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.* |
| *Please discuss the communication processes between the service, educators and families that ensure all educators know when a child is sick or will not be attending for other reasons.*  | *Please give an example of the way your collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions.*  |
| ***Communication about child absence or illness:*** *To ensure all educators are informed when a child is absent due to illness or other reasons, our service has a communication chain where parents notify the front office or designated contact. This information is passed on to all relevant educators. If a child is absent without notice, the service follows up with the family to confirm their well-being. Educators are updated via communication platforms to ensure the child's group knows the reason for the absence.* | ***Supporting children’s resilience and wellbeing through collaboration:*** *Collaborative partnerships with families and the community play a vital role in supporting children’s resilience during transitions. We regularly visit local schools with children to familiarise them with their future environment. For children with additional needs, we work closely with inclusion support services and families to create tailored transition plans. These partnerships ensure that children feel secure and supported, boosting their confidence and emotional wellbeing during this critical time.* |
| *Please give an example showing how you or your team incorporate road safety into the program.* | *Please give an example where you or your team have reflected from a social justice and equity perspective to ensure all children’s needs are recognised and supported in the transition process.*  |
| ***Incorporating road safety into the program:*** *Our road safety program engages children with hands-on learning experiences. We set up role-playing activities where children act out safe road crossing, wearing helmets when riding bikes, and understanding traffic lights. Educators accompany children on walks, discussing pedestrian rules and safety measures in real-time. Guest speakers, such as local crossing guards or police officers, visit to talk about road safety, reinforcing these lessons in a fun, engaging way.* | ***Reflecting on social justice and equity in the transition process:*** *We reflect on social justice and equity by identifying and addressing individual children's needs during transitions. For example, we provide extra support for children with additional needs or those experiencing trauma. We also ensure that children who have less family involvement (e.g., grandparents doing drop-offs) are equally supported. Transition plans are tailored to consider children’s social, emotional, and developmental stages, ensuring fairness and equity in every child's transition experience.* |
| *Please discuss how educators on different shifts communicate about children’s experiences earlier in the day or information shared by families.*  | *Please give an example of how service transition practices reflect your service’s unique community.* |
| ***Communication between educators on different shifts:****To ensure continuity of care, we maintain a detailed communication book or use an online platform where educators on different shifts record important information about children’s day, including experiences, moods, or family updates. This allows educators on later shifts to provide consistent care and support. Regular handovers also occur, where educators verbally relay key details about the children, ensuring that their needs are understood and met across shifts.* | ***Reflecting the community in service transition practices:*** *Our service's unique transition practices reflect the diversity of our community. We engage bilingual educators to communicate with families in their native languages, supporting smoother transitions. Cultural considerations, such as differing expectations around transition ages, are respected. Local school partnerships allow for regular visits, and parents are invited to be actively present during transition times. We also rotate educators between rooms to help children adjust to new environments with familiar faces.* |