



Conyngham Street
**Community
Children's Centre**
LEARNING TOGETHER, EVERY DAY.

Policy 6.2

Transitions

Conyngham Street Community Children's Centre believes that creating an environment where children and their families are provided with support through times of change, enables situations of change to be accepted and handled in a more positive manner.

National Quality Standard (NQS)

Quality Area 6: Collaborative Partnerships		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

PURPOSE

Transitions are times when children move between and adapt to different spaces or places and with different people, experiences, expectations and routines. The term encompasses regular transitions across a day and those that occur at significant times in children's lives such as starting in an education and care service or starting full-time school (EYLF, p. 16).

SCOPE

This policy applies to children, parents, staff and management.

IMPLEMENTATION

Children are challenged with several transitional changes during early childhood. This includes orientating children into early childhood, transitioning between routines and rooms, and then transitioning into primary school. Children respond in different ways to transitions - some with confidence and others with hesitation. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitivity, planning and preparation.

Transitions will generally occur over the first 3 weeks of each year and then again at the start of each school term. There is scope for children to move at other times throughout the year as needed.

Management will:

- Establish methods across our Service to ensure there is continuity of learning when children transition to the next room
- Discuss expectations with families for their child as they prepare to transition to the next room
- Work in partnership with families to ensure children's transition to the next room is positive, informed and enhances individual development.
- Be flexible and ensure transition programs are tailored to the specific needs of all children in our Service.
- Provide families and children with advance notice about any room or group changes and the reason for the change.

Educators will:

- Communicate with families to ensure we meet the individual strengths and needs of all children and families.
- Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.
- Be flexible and responsive to the needs of children and families.
- Take into account contextual aspects of community, and of individual families and children within that community.
- Conduct 'orientation' visits to the new room so that children are familiar with the room, it's equipment, Educators, other children and layout before they make the move.
- Identify, if additional support is required for the children in transition.
- Ensure that all the information about the transitioning child is given to the next room
- Plan and implement a program which incorporates the transition process for the children, families and educators.

- Ensure that the parents/guardians are fully informed about the room to room transition procedure.

PROCEDURE

1. In consultation with the Director, Room Leaders will be responsible for communicating to families and other educators when a child will be transitioning to the next room.
2. Transition visits will commence 4 weeks prior to a child moving rooms, usually week 9 of each school term.
3. Children will have as many visits as are required to ensure that children are as settled as possible once they have transitioned.
4. 1st visit should be a short stay, up to 2 hours.
5. 2nd visit could include lunch and sleep if required.
6. 3rd visit could be a full day stay if the child is comfortable and has settled well.
7. If required, children may have more visits to ensure that they have settled well.

There is the option of children moving rooms earlier or later than planned if Educators feel the need. This should be discussed openly and honestly with parents and the Director.

Source

- Australian Children’s Education & Care Quality Authority. (2014).
- Connections – A resource for early childhood educators about children’s wellbeing
- ECA Code of Ethics
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015.
- National Quality Standard Professional Learning Program Newsletter No.70 – Transitions: Moving in, moving up and moving on
- Revised National Quality Standard

Review

Date Reviewed	Modifications	Next Policy Review Date
July 2018		July 2021