

# Only Early Learning Centre



## Transition Policy

Centre Policy Number 3

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## Aim

Only Early Learning Centre aims to ensure that all child transitions between the service's learning environments are a supportive, respectful and positive experience. The creation of continuity, knowledge of each individual child, inclusive practices and honest communication are all embedded into the centre to further support these transitions. All transitions between environments for children are not viewed as single events, but as pathways to later successful outcomes, particularly towards learning.

## Who is affected by this policy

Children  
Educators  
Staff  
Management  
Visitors  
Families

## Transition Overview

Supporting children during transition times is an important part of our role as educators. The Early Years Learning Framework describes transitions as 'the process of moving between home and childhood setting, between a range of different early childhood settings, or from childhood setting to full-time school. Different places and spaces have their own purposes, expectations and ways of doing things.'

When we provide safe and supportive transition experiences, we can build on the children's capacity to adjust and learn and carry these positive experiences into their future, secure with the process of change. We can do this by drawing on their prior experiences and helping children understand the transition process and the routines and practices of the service to ensure that each child is comfortable in their environment and feel safe and secure to engage and learn. Forming close relationships with children and their families enhances our ability to learn each child's individual needs and to identify the ways in which we can best support them. Working collaboratively with children's new educators and other professionals is also valuable in supporting a child's successful transition. (EYLF, p.16)

## Transition between Home and Centre

### Orientation and First Day

We believe the Orientation process is an important start in building strong and respectful relationships with the child and the family and a time to ensure they feel safe and secure with the care we provide, developing a sense of belonging to our service community. The orientation process is an opportunity for knowledge to be shared between the family and the centre to support the child to settle in and adjust, ensuring for consistency between the home and centre environments. Our aim is to support the child and their family to settle in and adjust to the new environment, ensuring a smooth transition for all involved.

We encourage 'Play and stay' visits where families can visit the centre with their child, prior to their starting date, to spend time becoming familiar with the processes of the centre and the new environment. This is an opportunity for children and families to engage in the learning environment and build confidence and a sense of safety with the care being provided. It is a time for children, families and educators to meet and ask each other questions and become familiar with each other, the children's interests, strengths, abilities and family background before they start their care.

Families and educators can discuss the best settling in process for the child's first day, whether it be a full day or choosing a gradual build up to a full day. Parents are welcome to stay as long as needed to reassure their child. Parents will be kept informed about how their child is settling in on their arrival at the end of the day or are welcome to call throughout the day. If a sibling or another familiar child is already attending the centre, time together can be organised to support the child's transition to the new setting.

When children are moving from another centre, educators will work with family to gain knowledge of what strategies have benefited the child's settling in process previously.

### Daily Transitions

To ensure the smooth transitions between home and the centre on a daily basis, the centre will aim to:

- Ensure continuity of educators in rooms to support the building of positive, respectful relationships with each child and their family.
- Ensure educators have time to welcome children and families individually each morning and to farewell them at departure time.
- Greet children and families by name and conveying strong messages of welcome every day.
- Display photos of adults and children in each group, noting who is present and who is away so that children are prepared for and supported to cope with the absence of staff or friends.
- When children return after an absence, educators will support them to resettle into the care environment, building on prior established trusting relationships.

### Transition between Support Services and Centre

To support children's transition between the centre and support services, we aim to work collaboratively with support professionals and the families, arranging time to share information about each child's learning, strengths and interests.

## Transition to New Room

### Yearly Transitions

The largest environment transitions happen in **February** each year when the majority of children transition as a group. This gives the child the opportunity to transition with children that they have relationships with as well as an educator that they have formed a relationship with. These transitions will be communicated with families at least a month prior to the transition beginning.

A holistic approach to development assists educators in determining if a child is ready to transition to a new learning environment, and always with the aim of maintaining the inclusion of every child. Each child's social and emotional wellbeing is considered when planning for and effectively supporting the child's transition to the new learning environment.

Only Early Learning Centre recognises the importance and impact of a smooth transition for children moving between learning rooms. Educators, Management and Families will work together to determine the best transition process for each child. This will be flexible with the best needs and interests of the children being maintained. To support this transition process, we aim to:

- Have conversations with the children and provide them with information about their new room and the similarities between the rooms and possible changes to expect.
- Provide the children with opportunities to visit the new environment with peers and a familiar educator.
- If moving from the 1-2 age group to the 2-3 age group, the children will not only spend time in the learning rooms but also the outdoor yard environment during quieter times when the older children are not utilising it.
- Prior to the transitions, families will receive information on the requirements and routines of the new room. Families will be updated during the transition process, on the progress of their child in the new room.
- Collect relevant information that will support your child's learning for the year including: - up to date 'All about me' forms, information about current interests and goals and any allergy, dietary or cultural requirements. Educators will also pass on all previously collected information to their new educators.
- Share important information such as room curriculum and processes with families at the beginning of the year at the Parent Information Night.

### Mid-Year Transitions

Each learning environment throughout the centre has a maximum occupancy each day. Therefore, apart from the yearly transition, children will only transition to the next learning environment if a position becomes available and it is agreed between the educators and the parents that it will be beneficial to the child's overall development and wellbeing.

## Transition to School

At Only Early Learning Centre, we believe the transition to school is an important process and is an opportunity for our educators to work collaboratively with the schools to ensure we provide support to the children and their families as they prepare for school. It does not just involve orientation visits, school tours and parent meetings at the new school but is a process that takes time and is individual for each child.

Our role, as early childhood educators, is to foster the children's love of learning and ensure we send them off to school happy, confident, capable and eager to learn and grow. Our program aims to promote all areas of development and will assist children to understand the new routines and expectations of their new settings and help them to feel more confident and familiar with the process of change. We will achieve this by building on children's prior and current experiences to help them to feel secure, confident and connected to familiar people, places, events and understandings.

To support the children and their families during this process we will aim to:

- Invite school-teachers to visit at the centre to spend time with the children and their parents, sharing information about school and answering children's and families questions.
- Build on the children's familiarity to school through the curriculum by including, stories about school, pictures of school, and providing school uniforms and other related resources to the home corner.
- Have a school lunches week where children can practice opening their lunch box, wrappers and containers and learn about the timing of when they eat their food (recess food or lunch food).
- Create a School Community Board: a list of all the schools the children from our centre will be attending next year. This will allow the children to see who else may be attending their school.
- Share information about transition-to-school community forums for families for the various schools the children will be attending.
- Discuss with children and families their orientation-to-school programs.
- Provide families with information on outside-school-hours services.
- Provide a transition to school statement for families, if requested, that includes educator, child and family perspectives.
- Share stories with children about going to school and encourage discussion to identify and address any concerns or clarify misunderstandings.
- Support children's learning about road and bike safety as part of school readiness planning.
- Invite children from the previous year who are at school to talk about transition to school from their perspective. Parents of the school children are also invited to talk to this year's parents.
- Build a partnership with a local school so that the educators and the children are able to visit the school to build on the children's idea and understanding of a school environment. Visit the school library and work with the librarian to discuss book borrowing and foster a love of and appreciation for books and sharing stories.
- Collaborate with schools and specialist services to assist children requiring additional support in their transition to school.
- Share information with parents and families that discuss the transition to school and outline important topics such as managing the changes of the physical environment, routines, relationships and learning, what to bring, communication and notes, etc.

## Sources

### **National Quality Standards 2018**

- 1.1.2 – Child centred
- 1.1.3 – Program learning opportunities
- 1.2.1 – Intentional teaching
- 1.3.1 – Assessment and Planning cycle
- 1.3.2 – Critical reflection
- 1.3.3 – Information for families
- 2.1.1 – Wellbeing and comfort
- 3.2.1 – Inclusive environment
- 4.1.1 – Organisation of educators
- 4.1.2 – Continuity of staff
- 4.2.1 – Professional collaboration
- 5.1.2 – Dignity and rights of the child
- 5.2.2 – Self-regulation
- 6.1.1 – Engagement with the service
- 6.1.2 – Parents views are respected
- 6.1.3 – Families are supported
- 6.2.1 – Transitions
- 6.2.2 – Access and participation
- 6.2.3 – Community engagement

### **Education and Care Services National Regulations 2011**

- 73 - Educational program
- 155 - Interactions with children
- 157 - Access for parents

**Australian Children’s Education and Care Quality Authority (ACECQA). (2017).** Guide to the National Quality Standard. Sydney: ACECQA.

**Australian Government Department of Education, Employment and Workplace Relations (DEEWR). (2009).** Belonging, Being and Becoming—the National Early Years Learning Framework. Canberra: DEEWR.

**Kennedy, A. (2013).** Transitions: Moving in, moving up and moving on – NQS PLP e-Newsletter No. 70

**Dockett, S. & Perry, B. (2007).** Transitions to school—perceptions, expectations, experiences. Sydney: UNSW Press.

**PSC National Alliance (2012).** Plan Effective Transitions for Children in Education and Care Services Review

The policy will be reviewed annually. Review will be conducted by management, employees, parents and any interested parties.

**Reviewed By:** Deanne Horner      **Date:** September 2019

**Approved By:** Kelly Williams

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