

▲ TRANSITION POLICY

▲ NQS

Element 1.1.3: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Element 6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Element 6.2.3 The service builds relationships and engages with its community.

Education and Care Services National Regulations: 73

▲ PURPOSE

- FROEBEL understands that transitions in the early years play a role of significant change to children and families. Each period of transition offers children a new opportunity to engage, grow and learn from new experiences.
- We value these everyday transitions which include movement from one experience to another, the bigger moves from home to an education and care setting, and from early education and care to primary school.
- FROEBEL aims to work collaboratively with families to ensure there is continuity to each transition, that they are smooth, and gradual, supporting children's wellbeing, happiness, relationships, and ongoing learning and development for everyone involved.

▲ PROCEDURES

The following offers a guide for supporting transitions within FROEBEL Early Learning Centres.

Orientation

- FROEBEL offers a 2-week pre-commencement orientation.
- Families and Centre Director discuss appropriate days and times within this 2-week period to attend the service.
- Orientations generally start slowly and increase in time over the 2 weeks.
- During this time, there are discussions between families and educators to better understand the child's needs; including routines, child's preferred support strategies and responses to support continuity of care between home and the centre.
- Educators and families during this time can plan strategies for assisting children with relationship development, and share information about children's communication of their needs.

Transition between home and within the education and care setting

Educators and Families will

- Establish routines for children that provide continuity in care routines between home and the centre.
- Ensure children have opportunities to visit and engage in learning and routine experiences within all areas of the centre.
- Mixed age grouping at various times throughout participation in the education and care program.
- More formal transition times include movement to a new room.
 - Director and educators will discuss the process for transition with families.
 - Children will be introduced to new spaces in a time that accommodates their agency for learning and development.
 - Educators will transfer individual children's learning and development information with educators in the new room in a timely manner to support children's transitioning
 - Children will move rooms based on:
 - Availability of space in the new room
 - The individual child's learning and development needs.

(at all times, the educational program accommodates the individual learning and development needs of the child within the group. When for example a child turns 3 and they remain in the room they are currently enrolled in, the program will continue to accommodate their ongoing learning and development).

Transitions between routines and experiences

Educators will

- Ensure children retain a sense of security, confidence, and agency within each play space by providing intentional learning environments, focusing on individual and groups of children's learning and developmental interests and care needs.
- Use pedagogical principles and practices to support children's movement between spaces.
- Provide children with clear cues and information when changes are occurring and when movement between spaces is to occur.

Transitions between universal service such as long day care and early intervention services

Centre Director and Families will

- Engage with key stakeholders for transition planning this may include
 - Early Intervention team
 - Inclusion support officers

Transition from education and care environments to school

Educators and families will

- Introduce ideas and concepts required for transition to school throughout their time in the centre.
- The Early Childhood Teachers, Educators and Educational Leaders aim to

develop relationships with the local school community teachers.

- The preschool program (NSW) / kindergarten program (VIC) implements a learning and development program supported by the Early Years Learning Framework (NSW, VIC) and the Victorian Early Years Learning and Development Framework (VIC only) and offers children a holistic curriculum which supports their learning as preparation for transitioning to primary school.
- Where required transition to school documentation will be completed.

FROEBEL aims to support children and families with each of these transitions by providing opportunities for children to feel:

- Safe, secure, and supported by understanding their interests, strengths, abilities family background.
- Value each child as competent and capable.
- Set expectations for how each child and family can contribute in inclusive and meaningful ways.
- Gather information and share information with families to ensure continuity of care and education through each of these transitions.
- Respect children's agency and include them in the transition process, listening to their individual needs.
- Participate in ongoing learning and development to support best practice for children's transitions.

▲ SOURCES AND FURTHER READING

- Early Years Learning Framework
- NQS PLP e-newsletter No. 70 2013
- Cologon, K. (2014) *Inclusive Education in the Early Years, right from the start.*

▲ ASSOCIATED POLICIES

- Educational Program
- Enrolment and Orientation

▲ POLICY REVIEW

- The Centre (together with educators) will review this policy every 12 months.
- The Approved Provider and Centre Director always ensure that all educators maintain and implement this policy and its procedures.
- Families are encouraged to collaborate with the Centre to review the policy and procedures.

- **Last review:** 24.10.2023
- **Next review:** 24.10.2024