



Transition Policy

Aim

To ensure that all transitions at the service are a positive and collaborative experience from the moment children transition from home to their new environment. A child turning of age does not determine a transition to the following environment at that very time, various aspects of the services operations such as space in the next environment will determine this also. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between learning environments at the service is based on children's relationships and connections and will not be based merely on their age.

When the child becomes of the age to attend primary school, the service will work together with the family and the school if possible to prepare the child for a positive transition.

Strategies

- Upon enrolment offers to new families, orientation visits are offered and at least two are recommended to ensure there is a strong foundation built prior to the child transitioning to the new environment.
- Families will stay at each orientation so that they can share valuable information with the educators and Nominated Supervisor in terms of the child's transition to the service from home.
- Transitions are embedded in the services daily practices as a way to ensure children become accustomed to change and embrace this in a positive manner to take these dispositions with them into their lives. Learning opportunities are also embedded within daily transitions across the service.
- To ensure a positive and smooth transition when moving to a new environment in the service, the child will be introduced to the room for short visits until educators are confident that the child is ready for a complete move into the room. If possible, a familiar educator will support the child during these visits.
- Each learning environment can provide valuable learning for children of the following ages: **Birth – 2 years and 11 months, 2 years – 3 years and 11 months, 3 years – 5 years and 11 months**. A child will not necessarily transition



to the next environment simply as soon as they turn of age (two or three years old).

- Educators will take all factors into account when considering a child to transition to a new learning environment, this includes challenges and opportunities for all involved: children, educators and families.
- Relationships and friendships are a vital part of decision making when preparing a child to transition to another learning environment. This is a priority when considering the possibility of a transition and if the child has secure peer and educator relationships in the new environment. This connects to the Early Years Learning Framework and is a very important part of children's learning, development and wellbeing while at the service.
- Provide families and children with advance notice about any changes, the reason for the change and how you will support children and families through this process.
- Parents will receive vital information and an orientation of the room and be shown the educational program, learning journals, child's locker, sign in and out area, room routine, lost property and room administration forms i.e. eat and sleep charts.
- The Nominated Supervisor and educators will ensure reciprocal communication and relationships are maintained with families during any transition periods.
- The service will mostly follow a "looping" philosophy which ensures that each year at least one educator moves into the new environment with the children who have transitioned, or that an educator who is in that environment has a well-established, trusting relationship with the children from previous years.
- When preparing for a new year, the Nominated Supervisor will discuss potential transitions with families and as best as possible accommodate to their needs and wishes for their child's learning, wellbeing and development. Best practice is always a consideration when focusing on these transitions.
- The service will discuss starting school in a positive manner to reinforce a healthy attitude toward school transition.
- If possible, information about local schools will be available to parent/guardians.
- A transition to school program will be implemented into the routine for all children attending school the following year and this will also be discussed with parents/guardians. A transition to school information evening is offered once per year to families.



Relevant Legislation

National Quality Standards, Education and Care Services National Regulations and Early Years Learning Framework

National Quality Standard

Standard 4.1 – Staffing arrangements enhance children’s learning and development.

Element 4.1.1

Standard 4.2 - Management, educators and staff are collaborative, respectful and ethical.

Element 4.2.2

Standard 5.1 – Respectful and equitable relationships are maintained with each child.

Element 5.1.2

Standard 6.2 – Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Element 6.2.1

Standard 7.1 – Governance supports the operation of a quality service.

Element 7.1.1, Element 7.1.3

National Regulations

Part 4.5 Relationships with Children

155 Interactions with children

156 Relationships in groups

Part 4.1 Educational Program and Practice

73 Educational program

Early Years Learning Framework

Learning Outcome 1 – Children feel safe, secure and supported

Learning Outcome 3 – Children become strong in their social and emotional wellbeing

Resources

- *Education and Care Services National Regulations October 2011*
- *Belonging, Being & Becoming: The Early Years Framework for Australia*
retrieved from : <https://www.acecqa.gov.au/sites/default/files/2018->



[02/belonging being and becoming the early years learning framework for australia.pdf](#)

- *National Quality Standard* retrieved from: <https://www.acecqa.gov.au/nqf/national-quality-standard>
- *United Nations Convention On The Rights Of The Child* retrieved from: <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycr.c.pdf>
- *ECA Code of Ethics* retrieved from: <http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2016/07/ECA-COE-Brochure-2016.pdf>
- *National Quality Standard Professional Learning Program* retrieved from: http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/12/NQS_PLP_E-Newsletter_No70.pdf

Monitoring and Review

- Review the *Transition Policy* every 12 months.
- Provide families with opportunities to contribute to the review of this policy.