

Document Title	NQS6.44 Transitions Policy	Version	4
Date Approved	November 2024	Date for Review	November 2027
Warning - Ensure you are using the latest version of this policy.			
DCC Network/All Organisation Information/DCC Policies/Quality Area 6 – Collaborative partnerships with families & communities			

1. Policy Statement

Transitions in early childhood settings occur from home to the education and care service, between rooms and groups, between routines and experiences, between services, and from the education and care service to school. River Region Early Education is committed to:

- Helping children understand the expectations, routines and practices of different settings and build resilience to feel comfortable with the process of change,
- Sharing information about each child’s knowledge, strengths, and interests to support educators in a new setting and schools to build on these foundations, and
- Building on children’s funds of knowledge to help them feel secure, confident and connected and provide continuity of being, doing and learning from one setting to another.

2. Rationale

Transitions offer opportunities and challenges for children as different spaces and settings have different purposes, expectations and practices. Working collaboratively with children, families, other educators, other professional services, and schools supports children to actively prepare for transitions between settings and experiences. This policy gives guidance for services as to how children are supported and protected, families are involved, and information and knowledge is shared during before, during and after transitions.

Other policies that relate to transitions are:

- *NQS6.40 Enrolment and Orientation Policy* for major transitions to new services,
- *NQS2.90 Excursion and Incursion Policy* for everyday transitions during excursions,
- *NQS2.50 Delivery and Collection of Children Policy* for everyday transitions on arrival, and
- *NQS2.23 Safe Arrival and Transport Policy* for everyday transitions between other settings and transport.

3. Scope

This policy applies to all employees, including students and trainees.

4. Responsibilities

It is the responsibility of the General Manager to:

- Support services to establish and maintain continuity of learning and transitions for children in and between service settings and to schools and other services.

It is the responsibility of Nominated Supervisors to:

- Support educators to facilitate everyday transitions in ways that support children’s sense of identity and belonging and prioritise their safety and wellbeing,

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- Consider and support continuity of care when creating rosters and allocating educators to rooms,
- Support teachers and lead educators to initiate and/or collaborate with families and other services on transitions between rooms and services,
- Ensure all required documentation for the child is transferred or replicated for the new room or service and educators are informed of the child's individual knowledge, strengths, interests and needs,
- Where a child concurrently attends more than one service, work collaboratively with the Nominated Supervisor of the other service to share information and develop plans,
- Support teachers and lead educators to attend school orientation or transition programs,
- Ensure that each local school receives an invitation towards the end of each year for a teacher to attend the service where there are children who will be transitioning to school, and
- Support teachers to complete Transition to School Statements (TTSS) for every child who will be commencing school in the following year.

It is the responsibility of teachers and/or lead educators to:

- Initiate and/or collaborate with families and other services where a child or children will be transitioning between rooms and services,
- Support educators to know and build on children's funds of knowledge during transitions,
- Check that all required documentation for the child is in place in the new room or service and educators are informed of the child's individual knowledge, strengths, interests and needs,
- Discuss school-readiness with families and support their decision about their child transitioning to school,
- Attend school orientation or transition programs, and
- Complete a Transition to School Statements (TTSS) for every child who will be commencing school in the following year.

It is the responsibility of educators to:

- Actively supervise and account for children at every transition when they are moving between settings in the service, between services, on excursions, to and from public transport, and when embarking or disembarking transport organised by the service,
- Take time to welcome children and families individually at the start of the day and farewell them at departure,
- Involve children in the establishment of routines and everyday transitions between activities and settings,
- Work in partnership with families where a child will be transitioning to the service, between rooms within a service or between services, by listening to and responding using a two-way exchange of information and ideas,
- Allow flexibility for children during transition periods to help them settle in,
- Understand and build on children's funds of knowledge during transitions to help them feel secure, confident and connected to familiar people, places, events, and understandings,
- Ensure families and children have advanced notice of any room or group changes,
- Share stories with children about going to school and encourage discussion to identify and address any concerns or clarify misunderstandings, and

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- Support children's learning about road and bike safety as part of school readiness planning.

5. Definitions

Transitions – Major transitions occur at times of significant change, such as when children first attend early childhood education and care or start school, when the child takes on a new role or becomes part of a new social group. Everyday transitions occur as a regular part of a child's day or week as they move from one setting to another, such as home to preschool or between different early childhood settings. Transitions also occur within settings, and include changes from one activity to another, from one educator to another, from indoor to outdoor play spaces, and transitioning to and from meal and sleep times. (EYLF 2.0)

Setting – A physical space within a service such as a room or an indoor or outdoor learning space, a service as a whole, or outside of a service, such as a school or community space.

Funds of knowledge – The historically accumulated experiences and understandings that an individual has, including abilities, skills, bodies of knowledge, life experiences and cultural ways of interacting. A child's funds of knowledge are often described as a *virtual backpack* of all the life experiences and knowledge they bring to the early childhood setting. (EYLF 2.0)

6. Guidelines

River Region Early Education approaches transitions with a focus on the EYLF 2.0 principle of *Collaborative leadership and teamwork* and the practice of *Continuity of learning and transitions*.

Transitions are guided by the following:

- Risks relevant to transitions are included in the annual *Child Health and Safety Risk Assessment*,
- Children know about transitions before they happen, why they are happening and have an active role in preparing for them,
- Families are notified of potential transitions and have input into decision-making to ensure continuity between home and the early childhood setting,
- Where possible, there is continuity of educators to provide children with familiarity and a sense of belonging,
- Children and, where appropriate, families partake in orientation to new settings before major transitions, and
- Information is shared between educators in different settings and with schools and other early childhood services that includes children's knowledge, strengths and interests.

a) Everyday transitions

Everyday transitions are between routines, play spaces and experiences and might include excursions and arriving and departing the early childhood setting. Educators support children's sense of identity and belonging and prioritise their safety and wellbeing by:

- Actively welcoming children and families on arrival,
- Making time to talk to families during drop off and pick up,
- Involving children in the establishment of routines,
- Involving children in the planning of everyday transitions and making sure they know about them before they happen,

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- Conducting headcounts of children before and after each transition from one setting to another, in line with *NQS2.24 Child Safe Supervision Policy* and *NQS2.90 Excursion and Incursion Policy*, and
- Following child safe practices when children arrive or depart the service by public bus in line with *NQS2.50 Delivery and Collection of Children Policy* and when arriving at the early childhood setting from another education service or being transported by the service in line with *NQS2.23 Safe Arrival and Transport Policy*,

b) Major transitions – between rooms within a service

Children may transition between rooms within a service when they reach a particular age or at the start of the calendar year. The transition process will be led by the Nominated Supervisor or Teacher / Lead Educator of the room the child is currently attending.

Transitions will be prepared for and tracked using *NQS6.44A Transition Checklist*.

Where a transition is to occur:

- Families will be consulted about the child's readiness to transition between rooms,
- Families will be provided with information about the transition, including orientation activities and commencement date,
- Transition will be gradual and take a minimum of two weeks with children being oriented to the new room before the transition, for example by participating in experiences they are interested in in the new room or by accompanying educators they know from their current room into the new setting in order to meet new educators and other children,
- Where feasible, for example where a large cohort is transitioning at the same time, an educator (or educators) may transition to the new setting with the children,
- Where feasible after transitioning, children will be supported to move back and forward between the old and new rooms and visit siblings or old friends or educators in other rooms until they feel settled, and
- Educators in the new room and staff will be briefed and provided information specific to the child before the transition, including enrolment records, their child and family profile, summative assessments, and any Medical Management or Modified Diet Plan, Buddy Bag, Court Order, or Individual Learning or Behaviour Support Plan.

c) Major transitions – between RREE services

Children may transition between RREE services, for example a child enrolled in childcare may also commence attendance at a preschool service or the Mobile Service.

The commencement of attendance at a new service is guided by enrolment and orientation procedures as outlined in *NQS6.40 Enrolment and Orientation Policy*. This includes responsibilities for:

- Updating enrolment records,
- Updating any medical, dietary, learning or behaviour plans and notifying educators in the new service,
- Notifying educators of the child's individual strengths and needs, and
- Providing children and families with the opportunity for an orientation to the new service.

Families can be given the *NSW Education Getting Ready for Preschool Guide* to help with transition to preschool.

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Children will be given the opportunity to spend some time in the new service before they commence attendance to participate in activities in the new service and meet educators and other children, for example:

- Where the two services are co-located, as part of an incursion where they will be accompanied by an educator, or
- Where the two services are geographically separated, such as the Mobile Service, as opportunities to attend the service for any length of time with or without a family member.

For continuity of care and where feasible, an educator may move from one service to the other at the beginning of the year, for example from childcare to preschool, to participate in experiences with the child or children to help them negotiate change and settle in to the new setting.

Where needed, transitions will be prepared for and tracked using *NQS6.44A Transition Checklist*.

Shared children

Where children attend two RREE services concurrently, sharing knowledge about the child is a joint responsibility of the Nominated Supervisors of both services. This includes:

- Filing any parenting, medical or dietary plans or orders related to the child in a 'Shared Children' folder, including Medical Management Plans, Modified Diet Plans, Court Orders, and related documentation and communication,
- If required, ensuring there is a Buddy Bag in place at each service for each day the child attends, and
- The Nominated Supervisor of either service notifying the other Nominated Supervisor by email if or when:
 - There is to be a family meeting regarding the development of an Individual Learning Plan (ILP) or Behaviour Support Plan (BSP),
 - An ILP or BSP is developed or updated, with a copy of the document,
 - The family indicates they are accessing another agency, for example a paediatrician or allied health professional,
 - The information from any meeting held with an allied health or other professional regarding the child,
 - There has been a significant change for the child,
 - There is a change to the child's Medical Management Plan, administration of medication and/or Modified Diet Plan, or
 - A strategy or tool to support the child is proving particularly successful.

d) Major transitions – between an RREE service and another early childhood service

Where a child is transitioning from an RREE early childhood service to another early childhood service, the child and their family will be supported to negotiate change and maintain a sense of belonging. This will be directed by the needs of the child and family and may include:

- Meeting with the family to discuss the change, what to expect from the other service, and what needs to be put in place to support the child,
- With written authorisation from the family, sharing information with the other services about the child's knowledge, strengths and interests,
- Offering opportunities for the child to visit the RREE service accompanied by a family member after they transition to see old friends and educators, and
- Providing intentional teaching moments with the child to help prepare them for change.

e) Major transitions – transition to school

Children and families are supported with a child's transition to school through:

- Discussion with families about the child's readiness for school and support for the parent's decision,
- Intentional teaching that makes connections between what the child is familiar with and what they may experience at school,
- Intentional teaching about school readiness, including road and bike safety,
- Provision to families of the *NSW Education Getting Ready for Primary School Guide*,
- Engagement with and promotion of any orientation or transition program offered by schools with a teacher attending the first day to provide continuity between settings and support children's confidence and ways of being,
- Offering opportunities for teachers from all local schools to attend the service and meet children before they commence school, and
- Completion of Transition to School Statements that are shared with the school the child will attend and give a snapshot of the learning, development and background of children moving from an early childhood education and care setting to kindergarten.

Transition to School Statements

NSW Education provides a system for early childhood services to provide information about each child to their prospective school. The statements help school teachers get to know children before they enter Kindergarten then make connections with them and respond to their individual learning needs at school.

- Parents complete a consent form to authorise the sharing of information about their child,
- Teachers or Lead Educators in each service complete a Transition to School Statement (TTSS) for any child who will be transitioning to school in the following year (so children attending more than one service will have more than one TTSS completed), and
- Each TTSS is shared with families and the child's prospective school, either digitally for NSW public schools or in soft or hard copy for non-public schools, non-NSW schools or on request.

NSW Education provides resources for services in signing up and completing Transition to School (Digital) Statements, including:

- NQS6.44C Transition to School Digital Statement Consent Form
- NQS6.44D Guide to Completing the TTSS
- Transition to School Digital Statement User Guide
- Transition to School Digital Statement FAQs

7. Relevant Legislation, Regulations and Standards

Legislation	
165	Offence to inadequately supervise children
Education and Care Services National Regulation	
99	Children leaving the education and care service premise
101	Conduct of risk assessment for excursion (d)(iii)-(iv)

102E	Children embarking a means of transport—centre-based service
102F	Children disembarking a means of transport—centre-based service
National Quality Standards	
4.1.2	Every effort is made for children to experience continuity of educators at the service.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	The service builds relationships and engages with its community.
Child Safe Standards	
2	Children participate in decisions affecting them and are taken seriously
3	Families and communities are informed and involved
Early Years Learning Framework Learning Outcomes	
1	Children have a strong sense of identity
2	Children are connected with and contribute to their world
3	Children have a strong sense of wellbeing
4	Children are confident and involved learners
5	Children are effective communicators
Early Years Learning Framework Principles	
	Secure, respectful, and reciprocal relationships
	Partnerships
	Collaborative leadership and teamwork
Early Years Learning Framework Practices	
	Holistic, integrated, and interconnected approaches
	Responsiveness to children
	Continuity of learning and transitions

8. Related Documents

Doc #	Attachments
NQS6.44A	Transition Checklist
NQS6.44B	MoU Transitions Between Services DPS DCC
NQS6.44C	Transition to School Digital Statement Consent Form

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Doc #	Attachments
NQS6.44D	Guide to Completing the TTSS
NQS6.44E	Transitions Procedures

Doc #	Intersections with other key documents
	KU Transition to Preschool Educator Guide
	KU Transition to Preschool For Families Guide
	NSW Education Getting Ready for Preschool Guide
	NSW Education Getting Ready for Primary School Guide
	Transition to School Digital Statement User Guide
	Transition to School Digital Statement FAQs

9. Document Control

Doc #	Doc Title	Version	Approved	Next Review
NQS1.2	Transition Between Groups, to Other Services or to School Policy	1	Feb 2012	
NQS1.2	Transition Between Groups, to Other Services and School Policy	2	Sept 2018	Sept 2020
NQS1.2	Transition Between Groups, to Other Services and School Policy	3	March 2021	March 2024
NQS1.2	Transition Between Groups, to Other Services and School Policy (Minor change due to name change and new policy format)	3a	Jan 2024	March 2024
NQS6.44	Transitions Policy	4	November 2024	November 2027