

Transition Between Groups, to Other Services and School Policy



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Warning - Ensure you are using the latest version of this policy.			
DCC Network/All Organisation Information/DCC Policies/Quality Area 1 – Educational Program & Practice			

1. Policy Statement

To work in collaboration with families, other early childhood settings and schools to support children's transition so that the process is a positive experience.

2. Rationale

Children often feel insecure in new environments and both children and families need to be supported through change. A calm and effective transition to a new group or service helps to build a positive foundation for children's learning.

3. Procedure

a) Transition between rooms

Educators understand the anxiety of children and their families can be reduced when they know what to expect and feel that educators care and are approachable and responsive to their particular needs.

Moving from one group / room to another within the centre should be handled sensitively so both the family and the child understand why and when this will occur.

In Childcare, educators discuss and assess each child's readiness to transition between rooms in consultation with parents. Families will be provided a letter outlining transition dates and their new room commencement date. Refer to NQS 1.1 A 2 Transition letter to families. Transitioning is a gradual process where children are given opportunities to participate in activities in which they show an interest in the new room. Positive experiences, building a rapport with new educators and making new friends increase the child's confidence in the new environment. Children are free to move backwards and forwards between rooms until they are settled. Children are always welcome to visit their siblings, old friends and educators.

In Preschool, the Young 3's and 4 Year old's are introduced to the alternate room and educators in Term 4. This helps them feel comfortable should they be transitioned into the room at the beginning of the next school year.

Children transitioning from Childcare to Preschool will have an opportunity to have a few incursions to Preschool in Term 4. The timing will be confirmed with the teachers of both Childcare and Preschool. For continuity of care, the centre may consider having an educator move from childcare to preschool at the beginning of each year for transition plays.

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Families transitioning in Childcare/ and or Preschool will be offered an orientation to the room / service. This is coordinated by the Nominated Supervisor of the service.

The centre will support parents during the transition process by providing information (such as the dates of orientation days) and offering suggestions for parents to consider, which may help the child with the new experience. Ideally transition between rooms would have a minimum two weeks transition period, and the lead educator/s will lead the process (following Nominated Supervisor approval) through consultation with the family. Information and reassurance is given to families about the way their child is settling in- this will be done face to face or through Story Park.

b) Transition to another early childhood service or to school

Although children may be settled and confident at our Centre, starting at another service or school is still a significant milestone in their life. The Centre's transition program aims to support children to:

- feel happy to be going to another service or school,
- feel confident about being there,
- have trust in the adults at the service or school,
- make a positive start to their school experience in order to influence their future success at school.

Readiness is about the child making connections between what is familiar to what is new and also involves the child being able to

- effectively engage in positive interactions and develop relationships with other children and significant adults such as educators and ultimately, school teachers,
- feel confidence in themselves as a learner,
- adapt to a different learning context/s

All schools offer a 'transition program / orientation program' whereby children attend their chosen school for a minimum of two days and up to one day per week for an entire term. All service teachers will attend the transition / orientation to school program days (first day) to welcome children, assist with transition and help settling where required.

All services welcome schools/ relevant teacher to attend the service and meet the children / get to know the children before they commence school. River Region Early Education will contact all schools and give them the opportunity to attend the service.

Educators can support and advise families about their child's readiness for school, but ultimately this is the parent's decision. Educators will always respect the parent's decision and work in partnership with them to support the child and the decision that is made.

Transition to school statements are completed by the teacher for all children attending school the following year. The NSW Transition to School Statement is a practical tool designed to enable information sharing between families, early childhood services and schools. The Statement makes it easier for a child's prior to school learning and development to be communicated to their new school and summarises the child's strengths, interests and learning in line with the Early Years Learning Framework. 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. Permission is first sought by the family/care giver before being provided to the school.

Templates are located on Story Park.

c) Child information

Children transitioning between rooms, or to another River Region Early Education service (e.g. child care to preschool) trigger important information to be communicated between each other. The following information must be shared:

- Child enrolment records
- All child profile tools in Storypark
- Summative Assessment
- Medical management plan and / or Intolerance / modified diet plan
- Buddy bag/ pouch can follow the child if it is current and they are only attending one service.
- Court orders
- If the child is a shared child, the Nominated Supervisor is responsible for sourcing the current plans, making any required changes if necessary and providing a buddy bag for the child.
- Information must also be shared with the kitchen (when moving between rooms, new child to the service, and also a casual child).

Prior to transition starting, discussions should be held between;

- Nominated Supervisor and Administration
- Nominated Supervisor and Lead Educator
- Lead Educator and the family
- Administration to provide a list of children transitioning between services to the nominated Supervisor (e.g. at end of year)

The NQS 1.2 A1 Transition checklist must be completed for each child transitioning.

4. Relevant Legislation, Regulations and Standards

Legislation	
Education and Care Services National Regulation	
157	Collaborative partnerships with families and communities / Access for parents
National Quality Standards	
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.

5. Related Documents

Doc #	Attachments
NQS 1.2 A1	Transition checklist
NQS 1.2 A2	Transition letter to families

Doc #	Intersections with other key documents

6. 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
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