

## Introduction

Transitions, including from home to the C&K centre, between groups and rooms, and from a C&K centre to school, offer opportunities and challenges. Children, families, teachers and educators all contribute to successful transitions and continuity of learning for children. In partnership with families, teachers and educators assist children to understand centre rituals, routines and practices. Successful transitions occur over time and begin well before the child enters the new environment, extending to a place where children and families feel a sense of belonging and connection.

## Parent/Guardian responsibilities

- Help child to prepare and plan for transitions through positive conversations that address concerns and anxieties, identify and solve problems and talk positively about the transition.
- Maintain communication with teachers and educators and participate in meetings and orientation activities, where possible.
- When practical, make connections with other families who are also transitioning their child into the centre.

## Teacher/Educator responsibilities

### Transitioning to a C&K centre

- Encourage new families to spend time at the centre prior to enrolment.
- Consider and respond to the unique needs of all children and families. When appropriate access the [Translating and Interpreting Service](#) for Culturally and Linguistically Diverse (CALD) families by contacting the C&K Quality and Regulation team ([nqf@candk.asn.au](mailto:nqf@candk.asn.au)) for the confidential client code.
- Consider and respond to the unique needs of children who have additional or complex needs, including a medical condition. Prior to transition:
  - When possible, organise two stay and play sessions with the child and parent/carer(s).
  - Commence the development of an [Education Support Plan](#) in consultation with child's parent/carer(s).
  - With prior written parent/carer authorisation (via [Permission to Access Services to Support Inclusion Form](#)):
    - Share information with other relevant professionals and encourage their contributions to the [Education Support Plan](#).
    - When possible, visit other educational settings the child attends (e.g. Early Childhood Development Program (ECDP)) to observe and establish relationships and to discuss the child's needs, routines and appropriate teaching strategies.
  - Organise a formal meeting with parent/carer(s) within the first 4 weeks of enrolment to share positive feedback, discuss any concerns and future actions required and revise [Education Support Plan](#) as needed.

### Transitioning between groups / rooms

- Via [Childcare Room Transition Checklist](#) plan and document a child's transition with existing/new educators and the child's parents/guardians.
- Facilitate a minimum of 2 visits to the new group/room. Be flexible with the length of time and number of visits to allow the child time to feel safe and settled.
- Share information about the visits with the family and relevant teachers and educators.
- Scan and keep completed [Childcare Room Transition Checklist](#) on a child's Kidsoft record.

### Transitioning from a C&K centre to school

- Work with relevant stakeholders (e.g. parent/carer(s), inclusion support assistant, school teachers, administrators, and other professionals) to plan and implement a successful transition school program. This may require specific meetings for individual children.
- Consider resources to support the transition including the [Starting School Resources](#) available through C&K.
- Incorporate concepts and resources relating to school transitions within the program.
- Invite relevant, local school staff to visit and spend time with children at the centre.
- Make connection with local schools for networking opportunities. Consider when possible, excursions to local schools.

## Transition Statements

- A Transition Statement must be completed for every kindergarten-aged child prior to the end of the year.
- A Transition Statement is a snapshot of a child's knowledge, skills and dispositions for learning across the five learning and development areas of the [Queensland Kindergarten Learning Guideline](#).

# NQS6 Collaborative relationships with families and communities Procedure Successful transitions

- Transition Statements are written for parents/guardians and helps schools to understand each child's learning progress and support each child's successful transition to school. Refer to [C&K's Completing Transition Statements Guide](#).
- Transition Statements are completed via the [Queensland Curriculum and Assessment Authority Website](#) online portal or Word template.
- A copy of the parent/guardian transition statement consent form must be forwarded with the transition statement when submitted via email or in person to the school. Consent forms must be scanned and kept on a child's Kidsoft record.

## Transitioning during the day

- Consider the number of transitions within the daily routine and minimise where possible.
- Consider children's individual needs to respond to routine changes e.g. some children may benefit from visual rather than verbal cues.
- Reflect upon the following questions:
  - Are there consistent and familiar teachers and educators present to welcome children and families?
  - Are transitions predictable?
  - Are they always necessary? Does it feel like there is constant changing and rushing between activities?
  - Do they allow children enough time to engage with and finish activities?
  - What might the children be thinking and feeling? Do they know what's going on and what the expectations are?

## Transitioning new educators

- Ensure new teachers and educators (including casuals) complete a thorough [induction](#) that includes:
  - Your centre philosophy
  - C&K policies and procedures (including guiding children's behaviour)
  - Getting started with *C&K Curriculum Approach* modules
  - *C&K Birth to Three Approach*
- Share information about the needs of children, families and the community.
- Share information about the program and current learning.
- Provide appropriate support and guidance.

## Acknowledgements and references

- Australian Govt (2009) [Belonging, Being & Becoming: The Early Years Learning Framework For Australia](#)
- Early Childhood Australia (2015) [One day of little transitions](#)
- QCAA [Transition Statements](#)
- [Queensland Kindergarten Learning Guideline](#)
- QCAA (2021) [Successful transitions](#)
- QLD Government [Transition to School!](#)