

Introduction

Transitions, including between home and the centre, between groups and rooms at a centre, 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.

Transitioning to a C&K centre

Prior to a child's commencement, the nominated supervisor/responsible person in charge (or approved delegate) will:

- Invite and encourage new families to spend time at the centre.
- Complete responsibilities outlined in the *Enrolment and Orientation Procedure*, including reviewing enrolment information as soon as received. Promptly share details with relevant teachers and educators about children's individual needs and care routines detailed in enrolment information.
- Adjust and vary orientation activities responsive to the unique needs of children and families.
- When appropriate and applicable, email inclusion@candk.asn.au for access code to arrange a TIS interpreter (131450/tis@homeaffairs.gov.au) to support linguistically diverse families. Free service for approved kindergartens.
- Plan, prepare and respond to the additional inclusion needs of individual children:
 - Meet formally with child's parents/guardians to discuss and become familiar with child's inclusion needs.
 - When possible, organise and facilitate two stay and play sessions for children and their parent/guardians.
 - Commence and complete required/applicable documentation:
 - Medical Condition Record (diagnosed medical conditions). Refer to Medical Condition Procedure.
 - Education Support Plan (diagnosed or suspected physical delay or impairment, diagnosed or suspected learning or developmental delay or condition; child requires additional or specialisation support to participate and engage in the program).
 - Behaviour Support Plan (diagnosed or suspected diagnosis learning or developmental delay or condition; child requires additional or specialisation support to meet behaviours expectations/participate and engage in the program).
 - Undiagnosed allergies, food intolerances or food allergies. Refer to Undiagnosed Dietary Requirements Procedure.
 - When applicable, seek prior written parent/guardian authorisation via Permission to Access Services to Support Inclusion Form to:
 - 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) to observe and establish relationships and to discuss the child's needs, routines and appropriate teaching strategies.

Teachers and educators will:

- Provide learning environments that facilitate a sense of safety, comfort and belonging for individual children e.g. personal locker, photo of family etc. Establish and communicate transition routines and rituals.
- Warmly welcome new children and families. Introduce children and families to one another. Actively work towards establishing relationships and partnerships with new children and families as per Interactions with Children Procedure.
- Frequently communicate and exchange information with parents/guardians about their child's needs including care routines e.g. meal times, sleep and rest, nappy change, toileting etc.
- Keep parents/guardians informed of their child's transition; how their child is settling in, details of their program engagement and participation.
- Recognise transitions may be upsetting and cause distress for some children and families. When applicable, plan and implement additional strategies (in consultation with parents/guardians) to facilitate a positive transition. Always show comfort and care when a child is upset and showing signs of distress.

Transitioning between groups/rooms

Childcare centre teachers and educators will:

- Utilise the Childcare Room Transition Checklist to plan and document a child's transition with existing/new educators and the child's parents/guardians. Once completed, scan and upload checklist to child's Kidsoft record.
- Facilitate a minimum of 2 visits to the new group/room prior to the child formally commencing. Be flexible with the length of time and number of visits to allow the child time to feel safe and settled.
- Promptly share information with the family and relevant teachers and educators about the child's visits and time in their new group.

Transitioning during the day

Teachers and educators will:

- Consider the number of transitions within the daily routine. Minimise where possible.
- Consider and respond to children's individual needs 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 for children to play and allow time for children to share their thinking about their play?*
 - *What might the children be thinking and feeling? Do they know what's going on and what the expectations are?*

Transitioning from a C&K centre to school

Kindergarten teachers and educators will:

- Work with stakeholders (e.g., child, parent/guardian(s), inclusion support assistant, school teachers, administrators and other professionals) to plan and implement a successful transition to school program. When applicable, schedule and facilitate formal meetings with stakeholders to support the transition of individual children.
- Refer to [supporting positive transitions](#) and [supporting children's transition to school resources](#) to support transition. Refer to [Starting School Resources](#) available through *C&K Resource Form*.
- Incorporate concepts and resources relating to school transitions within the program.
- Make connection with local schools for networking opportunities.
- Consider when possible, excursions to local schools.
- Invite relevant local school staff to visit the centre to spend time with children transitioning to school:
 - Prior to the centre visit of school staff:
 - Share details of visit with families e.g. who? from what school? visit purpose?
 - School must obtain parent/guardians written authorisation (school form) if they intend to make a record of their observations of children. School staff must not take observations of and engage with children when prior written parent/guardians authorisation has not been obtained.
 - Visiting school staff:
 - Are not permitted to take photography, video or audio of children.
 - Must sign in as visitors via KONNECT and provide evidence of their current Blue Card/Exemption Card.

In relation to Transition Statements, kindergarten teachers and educators* will:

- Complete a transition statement for each Queensland Kindergarten Funded eligible-age child prior to the end of the year.
- Write transition statements in a manner that provides parents/guardians and relevant school personnel with a snapshot of each child's child's knowledge, skills and dispositions for learning across the five learning and development areas of the [Queensland Kindergarten Learning Guideline](#).
- Refer to and follow the [Completing Transition Statements Guideline](#) when writing transition statements.
- Obtain parent/guardian consent (*Parent/Guardian Transition Statement Consent Form*). Forward completed consent forms with completed transition statements when submitting via email or in person to the school. Scan and upload completed consent forms to child's Kidsoft record.
- Complete transitions statements via the [Queensland Curriculum and Assessment Authority](#) online portal or Word template.
- Scan and upload completed transitions statements to child's Kidsoft record.

*Kindergarten teachers are responsible for completing transition statements for each Queensland Kindergarten Funded eligible-age child in their group/room. When appropriate, educators will contribute to and assist the teacher with completing transition statements.

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.

Acknowledgements and references

- QCAA. [Transition Statements](#) [accessed November 2023]
- QCAA. [Successful transitions](#) [accessed November 2023]
- QLD Government. [Transition to School](#) [accessed November 2023]