



### **TRANSITIONS FOR CHILDREN NQS 6.3.2 Version 1.11**

The Children's Centre recognises the importance of smooth transitions for children, starting with the change from a child's home to when long day care or Pre-School begins. We view transitions for children not as single events, but as pathways for later successful outcomes towards learning. We believe these experiences should be approached as a partnership between families and educators. Families must visit the Children's Centre for orientation sessions prior to commencement into the long day care program.

Parents who have children that are due to begin the Pre-School program are invited to attend a Parent Information evening at the Centre. An Information pack with details about the Centre, including our website will be given to each family. At the beginning of the Pre-School year, there is a strong emphasis on developing relationships and establishing routines for children new to the Centre. Educators will support a child's transition into a new environment and/or changes of routines in a variety of ways. These will include introducing the new child and their family to other educators and children and at this time, we encourage families to share information, relating to their child/ren and any changes to their daily routine. Educators will support families by including particular events and/or changes to routines in the Children's Centre curriculum.

When there are changes about to happen in our program, Educators are encouraged to give a 'warning' period by verbally acknowledging that a change in the routine is going to happen soon. By giving children preparation time and announcing what change will be occurring and in what time frame, we are giving reasonable notice, e.g. "Soon it will be time to wash hands and get ready for lunch". We also use a visual timetable to assist children and this ensures that transitions generate little disruption for each child.

While it is recognised that transitions for children into new environments and changes to their daily routines may be exciting for some, for others it can be stressful and upsetting. We promote an integrated program for children of all ages to minimise changes to children's routines and support opportunities for children and educators to form secure, stable and meaningful relationships.

Transition to school will be planned collaboratively and reflected upon by Children's Centre educators and school staff as we build strong relationships to ensure continuity of curriculum and a pedagogy that underpins a smooth transition to school. Children are familiar with the school setting as they visit the playground, library, school assembly and walk through the yard amongst school children and its buildings.

- CREATED:** November 2007
- REVIEWED:** November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014, April 2015, April 2016, April 2017
- TO BE REVIEWED:** April 2018
- SOURCED:** South Australian Curriculum Standards Accountability Framework (2001)  
We Can Make a Difference – Learning and Developing in Child Care (2005)  
Dr Fraser Mustard – Investing in the Early Years (2007)  
Ferre Laevers – Wellbeing and Involvement Framework (2003)  
Early Years Learning Framework 2009  
Transitions to School 2011  
Strengths Based Approach – A guide to writing Transition Learning and Development Statements. Melbourne 2012  
DECD Enrolment Policy 2014