

Northern Territory Early Childhood Transitioning

Ready Children

When children are provided learning opportunities that are receptive to their strengths, interests, cultures and needs, and build on their past experiences, their learning and development are enhanced.

Accordingly, successful transitioning to school is dependent on children developing positive and supportive relationships that foster information-sharing.¹ The sharing of information between children, families and educators means that each child's learning and development is supported and planned for prior to their commencement of school.

**Confident
and capable
learners**

Factors for schools to consider

- Find out what each child's prior and current experiences are such as:²
 - their cultural heritage
 - their experience of school or other early childhood services
 - their developmental levels
 - any additional learning or physical needs that could be a barrier
- Work with children to ensure they have an active role in preparing for transitioning, in partnership with their families by:
 - helping them set personal goals and talking about what they would like to see happen
 - finding out about the things that are most important to them during transitioning
- Assist children to understand routines and practices of the settings they are moving to and feel comfortable with this process
- A strengths-based approach is needed to acknowledge the qualities and skills (including language skills) that they bring to school. This is particularly important to consider for children of differing cultural backgrounds
- Encourage early language, literacy and numeracy engagement at home

- Help children negotiate any changes in status or identity, especially during the transitioning to school
- Educators must share information about each child's knowledge and skills so learning can build on foundations of earlier learning
- Educators must work collaboratively with a child's new educator and other professionals to ensure successful transitioning for all.

Examples of Effective Transitioning Practices³

- Buddy programs
- Children engaging with their peers
- Introducing children and families to educators before commencement of school
- Personal communication with children before they start school
- Sharing expectations and experiences of school
- Respecting children's knowledge of schools
- Visits to the school before commencement

National Quality Standard (NQS)

Quality Area 1:

Educational program and practice

Standard 1.1; Standard 1.2

Quality Area 5:

Relationships with children

Standard 5.1; Standard 5.2

Quality Area 6:

Collaborative partnerships with families and communities

Standard 6.1; Standard 6.2; Standard 6.3

Quality Area 7:

Leadership and service management

Standard 7.1; Standard 7.2

Early Years Learning Framework	Northern Territory Preschool Curriculum	Australian Curriculum Personal and Social Capability
<ul style="list-style-type: none"> Secure, respectful and reciprocal relationships Partnerships High expectations and equity Respect for diversity Holistic approaches Responsiveness to children Cultural competence Continuity of learning and transitions 	<ul style="list-style-type: none"> Outcome 1: Identity Elements 1.1; 1.2; 1.3; 1.4 Outcome 2: Connectedness Elements 2.1; 2.3 Outcome 3: Wellbeing Elements 3.1; 3.2 Outcome 4: Learning and Thinking Elements 4.1; 4.2; 4.3 Outcome 5: Communication Elements 5.1 	<ul style="list-style-type: none"> Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice Express emotions appropriately Develop self-discipline and set goals Work independently and show initiative Become confident, resilient and adaptable Appreciate diverse perspectives Contribute to civil society Understand relationships Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills

Endnotes

1. Department of Education and Early Childhood Development. (2011). *Follow-up evaluation of the Transition: A Positive Start to School initiative*. Melbourne: DEECD.
2. Council of Australian Governments. (2009). *Belonging, being & becoming: The Early Years Learning Framework for Australia*. Canberra: DEEWR. Retrieved from <<http://deewr.gov.au/early-years-learning-framework>>
3. Dockett, S. & Perry, B. (2014). *Continuity of Learning: A resource to support effective transition to school and school age care*. Canberra, ACT: Australian Government Department of Education.