## Northern Territory **Early Childhood Transitioning On a Page**

RECIPROCAL COMMUNICATION INCLUSION **POSITIVE RELATIONSHIPS RESPONSIVENESS AND FLEXIBILITY** 

## **READY SCHOOLS**

**Reflective questions:** 

How are children, families and communities involved in meaningful ways?

Are the school and classroom environments inviting for children and families?

In what ways can decision making be informed by children, family and community voices?

## helcoming and inclusive places

#### WELLBEING

- Respectful and inclusive relationships
- Intercultural understanding
- Safe environment

## **POSITIVE ENGAGEMENT**

- Routines and expectations
- Agreed values
- Modelling
- Explicit teaching

## **LEARNING and TEACHING**

- Classroom teaching
- School socialising skills
- Early language, literacy and numeracy skills
- Warm and welcoming physical environment

## **READY FAMILIES**

Reflective questions:

Do the families have a voice in the transitioning?

How are they heard?

How are families involved in meaningful ways?

How do you engage and inform disadvantaged families?

Is there established and effective communication?

How do you engage and inform different cultural groups?

Fige and informed partners

#### WELLBEING

- Intercultural understanding
- Respectful and inclusive relationships
- Welcoming and inviting environment

#### **POSITIVE ENGAGEMENT**

- Agreed values
- Routines and expectations
- In partnership
- Information, access and participation

## **LEARNING and TEACHING**

- Families are acknowledged as first teachers
- Families influence programs and processes
- Importance of engaging in early language literacy and numeracy skills encouraged

## **READY COMMUNITIES AND SERVICES**

**Reflective questions:** 

How are partnerships encouraged?

How can others contribute and be involved?

What services are available?

What can support services or agencies provide?

## **READY CHILDREN**

Reflective questions:

Do the children have a voice in their transitioning?

How are they heard?

How is this included in the transitioning processes?

How are children involved in meaningful ways?

Could transitioning look different for each child?

Confident and capable learners

# Contributing and informed teams

#### WELLBEING

- Intercultural understanding
- Value each other's knowledge
- Trust each other and communicate freely and respectfully

### **POSITIVE ENGAGEMENT**

- Collaborative and contributing partnerships
- Effective communication
- Information, access and participation

#### **LEARNING and TEACHING**

 Actively contributing to children's learning and development programs in partnership with families and schools

## WELLBEING

- Self-awareness and Social awareness
- Self-regulation
- Relationship skills
- Responsible decision making
- Intercultural understanding

## **POSITIVE ENGAGEMENT**

- Routines and expectations
- Agreed values
- Modelling
- Explicit teaching

## **LEARNING and TEACHING**

- Classroom teaching
- School socialising skills
- Early language, literacy and numeracy skills

