

# Northern Territory Early Childhood Transitioning On a Page

POSITIVE RELATIONSHIPS ○ RECIPROCAL COMMUNICATION ○ INCLUSION ○ RESPONSIVENESS AND FLEXIBILITY



*Welcoming and inclusive places*

*Engaged and informed partners*

*Contributing and informed teams*

*Confident and capable learners*

**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

**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

**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