

Northern Territory Early Childhood Transitioning

Ready Families

Education is a shared responsibility, benefiting our society and economy as a whole.¹ Supporting families is a fundamental part of ensuring quality transitioning to school.

Families, who actively support their children during transitioning and build positive relationships with school staff, are likely to continue their engagement with the school.

*Engaged and
informed
partners*

Factors for schools to consider

- Acknowledge families as the first teachers of their children and engage them as partners in their children's learning²
- Establish an inviting area inside the school where families can talk to each other and to teachers in a relaxed environment
- Communicate with families about their child's developmental and learning abilities, what progress they have made over time and what families could do to support their children's further learning
- Encourage early language, literacy and numeracy engagement at home
- Engage with families and their children in a culturally responsive and appropriate manner
- Respectful and caring relationships must be reflected in the ways staff, students and families interact in both formal and informal settings
- Establish respectful boundaries with families about the school's key expectations, for example, behaviour and attendance
- Ensure schools use many modes of communication that are appropriate for families' cultural backgrounds, availability and working conditions
- Principals and teachers must regularly connect with the families of every child in the school

- Talk with community representatives and other services providers about how the school has engaged and built relationships with families and the wider community
- Set up a regular working group which includes members of the community and families from school.

Examples of Effective Transitioning Practices³

- Welcoming families
- Families meet before school starts
- Inviting families to visit the school
- Information sharing
- Providing spaces for families to meet
- Referring families to appropriate support services
- Seeking – and listening to – advice from parents and families
- Meeting new families to discuss transitioning
- Regular communication with families
- Working collaboratively with families and support services
- Recognition of the significance of starting school for parents and families.

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
<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

Endnotes

1. Organisation for Economic Cooperation and Development. *Research Brief: Parental and community engagement matters*. (2010).
2. Queensland Department of Education, Training and Employment. *Parent and Community Engagement Framework*. Cited 2/10/15 via <http://education.qld.gov.au/schools/parent-community-engagement-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.