

# Northern Territory Early Childhood Transitioning

## Ready Families

Education is a shared responsibility, benefiting our society and economy as a whole.<sup>1</sup> 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 learning<sup>2</sup>
- 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 Practices<sup>3</sup>

- 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"> <li>• Secure, respectful and reciprocal relationships</li> <li>• Partnerships</li> <li>• High expectations and equity</li> <li>• Respect for diversity</li> <li>• Holistic approaches</li> <li>• Responsiveness to children</li> <li>• Cultural competence</li> <li>• Continuity of learning and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome 1: Identity Elements 1.1; 1.2; 1.3; 1.4</li> <li>• Outcome 2: Connectedness Elements 2.1; 2.3</li> <li>• Outcome 3: Wellbeing Elements 3.1; 3.2</li> <li>• Outcome 4: Learning and Thinking Elements 4.1; 4.2; 4.3</li> <li>• Outcome 5: Communication Elements 5.1</li> </ul>

## 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.