Northern Territory
Early Childhood Transitioning

Ready Schools

All educators from early childhood settings and schools contribute enormously in ensuring that transitioning to preschool and school is a positive and supported experience for all children.

Through working collectively with families sharing knowledge and experiences, educators gain information about a child's strengths and challenges and can plan appropriate transitioning and learning programs accordingly.

Welcoming and inclusive places

Factors for schools to consider

- Establish an inviting area inside the school where families can talk to each other and to teachers in a relaxed environment

- Setting high expectations of everyone involved in children's education. Those who learn and those who teach

- While expectations must be set high, children commencing school must be provided opportunities by the school for them to establish their identities as confident and capable learners in ways that make them feel they belong in the preschool and school communities

- Ensure culturally appropriate approaches to teaching and learning,[1] offer teaching approaches that are responsive to individual differences and have high expectations of all children. This is particularly important for children of differing cultural backgrounds

- Schools must establish a culture of respect for individual learners and fosters a sense of belonging for children and their families

- Schools and educators must understand and value knowledge and ways of learning from all different cultures

- Employ and value Indigenous staff

- Promote cultural competence among non-Indigenous staff

- Positive and ongoing relationships must be built between schools, families, children, early childhood education and care professionals, other service providers and the wider community.

The steps a school takes to support a child in the months and years following their transition have a significant impact on the child, and their family's experience. It is vital to consider early childhood transitioning as a series of interconnected processes taking place over an extended period of time.

NORTHERN TERRITORY GOVERNMENT

Examples of Effective Transitioning Practices[2]

- Recognition that transitioning is different for each child
- Involving a range of stakeholders in transitioning programs
- Accessing appropriate support for children and families
- Identifying strategies for children who arrive at short notice
- Regular meetings and collaboration between all educators involved in transitioning. E.g. Families as First Teachers, child care, Preschool and Transition educators
- Communicating with other professionals
- Working collaboratively across service providers

- Developing an action plan for ongoing communication
- Establishing professional networks
- Strong leadership to support transitioning
- Reflection on assumptions relating to transitioning
- Monitor transitioning over time
- Create NT Early Childhood Transitioning Statements to assist continuity of learning for all children
- Acknowledging child and family reflections
- Develop NT Early Childhood Transitioning School Action Plan to plan actions, timeframes and resources for a place-based transitioning process.

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*
- 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	- 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	- 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. Frigo T & Adams I 2002. *Diversity and learning in the early years of school.* Paper presented at AARE Annual Conference, Brisbane, December 1–5. Viewed 2 August 2010.
2. 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.