Northern Territory
Early Childhood Transitioning

Ready Communities and Services

Contributing and informed teams

Partnerships with communities require more than family involvement. Partnerships extend to the community values, aspirations and expectations of prior-to-school and school settings. They require the presence of community within early education settings and the presence of educators within the community.[1, 2]

Partnerships with communities are a core element of quality early childhood practices.

Factors for schools to consider

- Ready communities share a collaborative approach to service delivery and provide a safe and supportive environment where community-based health and wellbeing services are accessible to all. This ensures that children are physically healthy and emotionally prepared for school[3]

- Children's participation in early childhood services is a significant element of readiness for school and is enhanced when communities are actively engaged in training and the provision of early childhood services

- The nature of a community's engagement with early childhood services makes a key difference in supporting children to be school ready. The critical factor is engagement[4]

- Community leadership in early childhood services plays a leading role in community engagement and the capacity of communities to improve children's school readiness

- Community ownership of early childhood programs is a key aspect in the success or otherwise of children's school readiness.[5]

School readiness is reliant on the resources (knowledge and skills), attitudes (priorities) and relationships of a community. School readiness, understood as the community's readiness for the child, will differ from one community to another, and over time within the same community. Understanding a community's level of preparedness for children's schooling is a must.

NORTHERN TERRITORY GOVERNMENT

Examples of Effective Transitioning Practices[6]

- Respecting knowledge of the community and existing connections with the community
- Schools and educators being seen in the community
- Community recognition of the importance of effective transitioning
- Positive parenting expectations
- Commitment to and valuing of enrolment and attendance at early childhood education and care services
- Sharing information
- Understanding of child development
- Engaging the community in transitioning
- Demonstrated respect for all involvement in transitioning
- Active and equal participants contributing in transitioning processes.

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
- 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

Endnotes

1. Fasoli, L., Benbow, R., Deveraux, K., Falk, I. Harris, R., Hazzard, M., James, R., Johns, V., Preece, C., & Railton, K. (2007). 'Both ways' children's services project. Batchelor, NT: Batchelor Institute of Indigenous Tertiary Education. Retrieved from http://www.snaicc.org.au/_uploads/rsfil/02325.pdf
2. Sanders, M. (2001). A study of the role of 'community' in comprehensive school, family, and community partnership programmes. The Elementary School Journal, 102, 19-34.
3. Dockett et al (2006), & McTurk et al (2011).
4. McTurk et al (2011).
5. Shepherd, Carrington; Walker, Roz (2008). Engaging Indigenous families in preparing children for school. Australian Research Alliance for Children and Youth; Communities for Children (Program). Western Australia.
6. 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.