

## TRANSITION PROCEDURE

<b>Policy Hierarchy link</b>	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
<b>Responsible Officer</b>	Vice-President, University Services		
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<b>Superseded Documents</b>			
<b>File Number</b>	Contact the <a href="#">Records &amp; Archives Office</a> .		
<b>Associated Documents</b>			
<b>Version</b>	<b>Authorised by</b>	<b>Approval Date</b>	<b>Effective Date</b>
2.0	Early Years Management	11 November 2014	12 December 2014

### 1. Purpose and Scope

Growth, development and learning are an ongoing process. Transitions and change occur at many times in a person's life and can be times of stress for individuals. The purpose of this procedure is to provide a framework for thinking around change and possible strategies to make such times positive for those involved. Significant transitions that may be a part of a child's life include starting in a new early care and learning centre, starting school, changing rooms within a service, arrival of a new sibling or moving house.

### 2. Definitions

### 3. Procedure

#### 3.1 Children: active learners from birth.

Children come to a centre with a wealth of knowledge and experience gained from the many situations they have already encountered. UNSW Early Years centres acknowledges the significant development and learning that has taken place from birth. The educators within the centre aim to assist children to build upon their current level of knowledge in supportive, enjoyable and meaningful ways.

#### 3.2 Transitions: between home, the centre and rooms within the centre.

The centres acknowledge the important role that relationships play in providing for safe and supported transitions between spaces. Each UNSW Early Years centre will develop a transition plan for children entering their centre (as well as moving between rooms in their centre), which reflects the individual and the community with which they belong.

Centres will:

- Consider individual needs and plan for individual children's interests, learning and development within the total learning environment;
- Build partnerships with families to learn about the child and support the transitions occurring;

- Value and respect the child's, and families, input into the learning process;
- Reflect current research regarding children's learning and transitions;
- See the child's needs as central to the decision making surrounding the transition;
- Ensure that the transitions practiced reflect each centre's unique philosophies.

**For children with additional needs**, families will ensure that all relevant information is shared so that a smooth transition can be achieved for all parties.

### 3.3 Transition to School

The age at which children can start school in NSW varies between 4 years, 6 months up to 6 years. The range of individual differences that are likely to be encountered when children start school is therefore significant. With age comes increased maturity and control. Experience also contributes to a child's social development.

The early childhood educators at Early Years centres recognise these differences and plan appropriately.

As a significant episode in the life of young children, starting school may be both an exciting and worrying time. There are many differences between home and school environments, or between school and childcare centre environments.

To help children make the transition to this new environment and to the set of expectations that school may have, the educators within the centres will:

- Encourage liaison between schools, families and other early childhood services.
- Focus on a child's strengths and use this as a basis for learning.
- Identify areas that children avoid and encourage participation.
- Use a child's interests to encourage and support learning across all curriculum areas.
- Ensure a positive learning environment that helps to continue children's innate desire to seek knowledge.
- Provide a balance of child and adult initiated experiences which promotes positive attitudes to learning in all areas.
- Work most closely on children's wellbeing, their social and emotional skills in order that the children are best prepared to face their next challenges.
- Provide support and information to families in their decision-making about the time to transition their child to school.

**For children with additional needs**, families will ensure that all relevant information is shared so the children can get access to the relevant support when they start school.

## 4. Review & History

## 5. Acknowledgements

Department of Education - <http://www.dec.nsw.gov.au/home> accessed 7/11/14

### **Other resources**

<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/gotoschool/primary/gettingreadyforschool.pdf> accessed 7/11/14

<http://www.schools.nsw.edu.au/gotoschool/primary/prepareforkindi.php> accessed 7/11/14

<http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/funding/funding-projects/transition-to-school> accessed 7/11/14

### **Appendix A: History**

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

<b>Version</b>	<b>Authorised by</b>	<b>Approval Date</b>	<b>Effective Date</b>	<b>Sections modified</b>
1.0	Vice President, University Services	11 November 2013	11 November 2013	
2.0	Early Years Management	11 November 2014	12 December 2014	