

## Background

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Children have a right to feel safe, comfortable, confident and emotionally secure when making any transition whether it is into the setting, between rooms or transitioning to school. We believe that effective transition arrangements support the development of relationships and the feeling of security and care, enabling children to engage positively in learning, social interaction and emotional bonding.

We aim to ensure families and guardians have confidence in both their children's wellbeing and in their role as active partners with the setting.

## Policy statement

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Our Centre aims to ensure that continuity of care of all children attending the Centre in the absences of their family members and/or guardians. Transitions including from home to the education and care setting, between settings and from early childhood settings to school offer opportunities and challenges.

## Strategies and practices

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### Transition into the Setting

To ensure children and families feel welcomed and safe in the setting, we will;

- Before a child starts attending the setting, we use a variety of ways to provide their families with information. This includes enrolment forms, parent handbooks, and access to policies.
- On making enquiries or on enrolment, we provide opportunities for the child and their family to visit the setting.
- Transitional 'play and stay' sessions are encouraged, to support children in becoming familiar with Educators and the setting.
- As every child is unique there are no set rules regarding transitions, these are tailored to the individual child and their family.
- On enrolment families are encouraged to share information regarding their child's development, likes, dislikes, and family preferences. This information is shared with the child's key Educators before commencing care.

### Routines

To ensure we are providing predictable routines for children we will;

- Involve children in the routine rather than directing them.
- Establish a routine for each transition.
- Consider each routine and transition in terms of what children are learning.
- Actively engage children in routines and maximise learning opportunities.
- Provide children with a warning before a transition will occur.
- Use songs, sensory cues, for warning. E.g. getting ready to go to the bathroom before lunch.
- Use routines to support appropriate behaviour and a sense of independence for the children.
- Avoid moving children in large groups through routines and transitions.
- Create a routine with minimal transitions.
- Rather than seeing the routines and transitions to get to "learning experiences" utilise these times for learning.

- Routines and transitions provide ample opportunities for social development including turn taking, empathy and respect for others.
- During periods of staff handover, Educators share key pieces of information with one another to support the safe transition and care of all children.

## **Transitioning from One Room to Another**

Change is harder for some children than others, however by making this transition as smooth as possible for children and families, we are helping build the child's confidence and sense of belonging in their environment.

To minimise any distress that the transition may cause, we will consider and implement the following;

- Think about the transition ahead of time. New Educators will have opportunities to get to know the child and will share information and insights from the child's current Educators and the child's family.
- Plan to have the child and family visit the new room more than once if possible.
- Families and Educators will have regular conversations about the transition and impending changes.
- If necessary and where possible, start the transition with small periods of time, gradually increasing until the child is comfortable in their new surroundings. The family will be notified before the child moves into the new environments for that time.

## **Transition to School**

Successful transitions to school are based on strong relationships and communication between the child, their family, early education and care services, the school, and the community.

To support this partnership and work toward to common goal of providing a smooth transition to the school environment we will;

- Regularly talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- Educators will provide play-based learning opportunities which support children's preparation for the school transition.
- Information on local schools will be made available to parents.
- Networking opportunities will be provided so that families can start to build relationships with families attending common schools.
- Where possible, incursions with local school representatives will be facilitated to support childing in becoming familiar with contacts from their school.
- Parents with children who are of eligible age to commence school in the following year will be given a Transition Statement in November.
- Regular conversations and meetings (if required) will take place to discuss school readiness.

## **Additional safe practices for babies**

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- Detailed individual children's routines will be shared with Educators and followed as closely as possible during their time in care.
- Children's individual routines are discussed with the child's family regularly to meet their evolving needs.

- During staff handover children's individual routine needs are discussed, communicating upcoming requirements including bottles, sleep etc.

## Responsibilities of parents

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- To share key information with the setting on enrolment and as changes occur during their child's attendance.

## Procedures and forms

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- Enrolment Form
- Transition Procedure

## Links to other policies

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- Interactions with Families Policy
- Relationships with Children Policy
- Enrolment and Orientation Policy
- Privacy and Confidentiality Policy
- Supervision Policy
- Educator Professionalism and Ethics Policy

## Links Education and Care Services National Regulations 2011, National Quality Standard 2011

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Regs	157	Access for parents
	158	Child enrolment records to be kept by approved provider
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	168	Education and care services must have policies and procedures
	173	Prescribed information to be displayed
	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by provider
	183	Storage of records and other documents

QA	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world
	1.3.3	Families are informed about the program and their child's progress
	2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation
	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions

6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities
6.2.3	The service builds relationships and engages with its community
7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service

## Sources

- Early Childhood Australia Code of Ethics, 2024
- Privacy Act 1988 (Cth)
- Education and Care Services National Law Act 2011
- Education and Care Services National Regulations 2011 (current as of 2025)
- Guide to the National Quality Framework (NQF), ACECQA, 2024
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia (V2.0), 2022
- Be You – Transitions – <https://beyou.edu.au/early-learning/learning-resilience/transitions> accessed 23 June 2025
- Raising Children Network – <https://raisingchildren.net.au/> accessed 23 June 2025
- Department of Education (Australia) – <https://www.education.gov.au/early-childhood> accessed 23 June 2025
- Early Childhood Australia – <https://www.earlychildhoodaustralia.org.au/> accessed 23 June 2025

## Further reading and useful websites

- ACECQA – Plan Effective Transitions for Children in Education and Care Services – <https://www.acecqa.gov.au/sites/default/files/2022-03/Plan-effective-transitions-for-children-in-education-and-care-services.pdf> accessed 23 June 2025

## Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

## Version Control

Version	Date Reviewed	Approved By	Comments/Amendments	Next Review Date
1	20 December 2023	Tiffany Boeske	Policy Developed	December 2024
2	1 July 2024	Tiffany Boeske	Policy reviewed	July 2025
3	23 June 2025	Gen Mahaki	Annual policy review; sources and further reading updated	June 2026