

## TRANSITION POLICY

### Associated Policies:

Inclusion Policy  
Orientation, Arrival & Departure Policy

### Legislation:

Education & Care Services National Law Act 2010  
Education & Care Services National Regulations  
Children's Services Act 199  
Age Discrimination Act 2004  
Racial Discrimination Act 1975

Original: November 2013

Reviewed: May 2013

Revised:

Next Review Due: May

2016

Location: POLICY MANUAL - CENTRE OPERATIONS

**This Policy satisfies the following:**

### **Education and Care Service National Regulations:**

- Part 4.1, Regulation 73 - Educational Program
- Part 4.5, Regulation 155 - Interactions with Children
- Part 4.7, Division 2 - Policies and procedures

### **Education and Care Services National Law Act 2010:**

- Part 6, Section 168 - Offence relating to required programs

**This Policy satisfies the following National Quality Standard Quality Areas:**

- 1.1.3 - The program, including routines, is organised in ways that maximise opportunities for each child's learning
- 5.1.1 - Interactions with each child are warm, responsive and build trusting relationships
- 5.1.2 - Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning
- 5.1.3 - Each child is supported to feel secure, confident and included
- 6.1.1 - There is an effective enrolment and orientation process for families
- 6.1.2 - Families have opportunities to be involved in the service and contribute to service decisions
- 6.2.1 - The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
- 6.3.2 - Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
- 7.3.5 - Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

## **POLICY STATEMENT:**

- The purpose of the Transition Policy is to:
  - ensure that transitions are successful by building on the commonality between environments and supporting learning and development in ways that connect with a child and their family.
  - create continuity that involves building on children's prior and current experiences to help them feel secure, confident and connected with people, places, events, routines and understandings.
  - understand that all children are different and respect each child reactions to transitions.
  - develop a range of practices and guidelines that actively support transitions from home to care, transition routines, room to room transitions, transition between child care centres, transition from child care to kindergarten and child care to school transitions.
  - promote inclusive practices when dealing with families during transitions.
  - encourage all persons to communicate respectfully to families, children and educators about transitions.

## **CONSIDERATIONS:**

**Philosophy** - The service's environment treats and respects people equally regardless of: gender, age, socio-economic status, race, language, beliefs, additional needs and family structure and lifestyle

**Children's needs** -To be given an opportunity to grow and develop at their own rate with the support of staff and families during transition routines.

**Parents needs** -To be reassured that their child will be encouraged and be supported during transitions.

**Staff needs** - To communicate to families and children about transitions and ensure transitions are successful.

**Management needs** -The service recognises and values the transition for the children.

### **Transition principles for children's services**

1. Transitions occur in many different times throughout a child's life. Transition usually begins when children are very young, for example a child moves from home to care environment, or from parent to grandparent, then as they move between child care services, room to room transitions, or for younger children from activities to another. As children get older they may attend kindergarten and then go on to school.
2. Children's transitions impact on children, families and educators.
3. The centre will be accessible and support the children and their families during the transitions.
4. Educators follow the room to room transition procedures in transitioning children from one room to another.

### **The Qualified Educator (Team Leader) is responsible for:**

- Identifying, if additional support is required for the children in transition (consulting with families) especially children with special needs.
- Ensuring all information about the transitioning child is given to the next room leader.
- Organising other educator to go with the transitioning child if necessary.
- To plan and implement a program which incorporates transition process for the children, families and educators.

- Responding to parents/guardians needs, providing support and guidance, where appropriate.
- Providing support and guidance to other educators.
- Encouraging a collaborative family-centred approach in implementing the program at the Centre.
- Ensuring that the transition program incorporates opportunities for regular review and evaluation, in consultation with all persons involved in the child's care and education.
- Ensuring that the parents/guardians are fully informed about the room to room transition procedures.

### **Room to Room Transition Procedures**

Transition times between rooms will start 6 weeks before children turn 2 (for toddler room) or 3 (for pre-school room) or as per the child's needs. The transition is only applicable when there is a vacancy for the child to transition in the next room.

In the first 2 weeks children will visit their new room in the mornings only and return to their room for lunch and the afternoon.

The next two weeks (weeks 3 and 4) children will visit their new room in the mornings and stay for lunchtime, returning to their room for a sleep and the afternoon.

The final two weeks (weeks 5 and 6) children will visit their new room for the whole day (morning, lunchtime, sleep time and afternoon routine).

If children are not coping after a short amount of time trying with the transition times they can return to their room and try again the next day that they are in care.

#### **All educators are responsible for:**

- Working collaboratively with educators/parents/guardians/other professionals to implement the transition program provided for the child.
- Reporting and discussing any concerns about the transition process regarding a child with other educators.
- Ensuring the Confidentiality Policy is complied with at all times.

#### **The parents/guardians will:**

- Share information about their child and their child's concerns about the transition process within the Centre.
- Raise any issues/concerns they have about their child's participation in the transition program to the educators and the Coordinator.

#### **REFERENCES:**

National Childcare Accreditation Council: Policy resources. [www.ncac.gov.au](http://www.ncac.gov.au)

Early Childhood Australia (ECA) Code of Ethics 2005

DEEWR, Transition Policy Folder

Education and Care Services National Law Act 2010

Beechworth Community Child Care Centre Transition Policy, November 2013