



Educational Leader

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.2.1 and understood it includes working with families, other educators, and other professionals when required, to help children feel safe secure and supported as they move between different spaces and settings including between:

- home to Service
- different Services
- different rooms/groups
- Service to school
- routines and experiences.

As well as the transitions above, children at your service have many small transitions thought the day. These include transitions from big to small groups, to and from care routines, between indoor and outdoor spaces, and between learning and routine experiences.

Educators must consider children's ages and needs when they transition children between settings. Routines can help children feel safer, especially when new things are happening. Children require specific information about transitions. Educators may use rituals, consider attachment, agency, autonomy and self-regulation – as well as constantly converse with children about the transition.

All children benefit from some degree of predictability and routine. Embedding rituals during care routines, for example, offers babies and toddlers the opportunity to engage in warm, affectionate relationships with educators, and promotes feelings of safety and security. Rituals often include verbal cues, and non-verbal actions, and may involve transition objects.

Transitions will also be more successful when educators genuinely welcome families, communicate with them and encourage them to participate in the program. This

provides opportunities for obtaining more information about the child to support transitions, helps the child feel safe as they see their parents involved, and also reduces any anxiety families may have about leaving their child at the centre.

Be You (national mental health initiative) resources include fact sheets and webinars about transitions for specific settings and ages. See for example:

- [Transitions for babies and toddlers](#)
- [The transition to early learning settings: ages 3–5.](#)
- [The transition from early learning settings to primary school.](#)

How could you help educators improve the routines or rituals they use to support children's transitions?

Which children need more support during transitions? How will you support educators to improve the transition process? For example, is there opportunity to communicate more with their families?

Week 31, 10 October – 14 October 2022 – 6.2.1 Transitions

Continuity of Education and Care Policy

To support continuity of education and care between settings, the Nominated Supervisor will:

- ensure casual educators, volunteers and students complete a suitable induction process
- employ the same casual educators where possible, and on the same days of the week
- plan rosters and allocate staff so familiar educators are available
- advise families of any staffing changes before they occur if possible
- encourage all educators, including casuals, to display a photo and a short introductory paragraph
- ensure educators assist children to transition between rooms/settings eg by following transition to new room/group/school processes
- ensure routines and transitions can flexibly accommodate each child's needs.

Educators will:

- share information about children's learning and development with other educators as required
- supervise children during transitions
- support children who return after an absence
- share relevant information with children during transitions and support their individual needs
- encourage families to share information about their child.

Enrolment Policy

- The Nominated Supervisor will ensure enrolments comply with our legal requirements eg educator to child ratios
- Where there are limited vacancies we may prioritise enrolling children at risk of serious abuse or neglect, children of a sole parent who satisfies, or parents who both satisfy, the activity test. Within these categories we may also prioritise children from Indigenous families, socially isolated families, single parent families, low-income families, families with a disabled person or families from non-English speaking backgrounds. We may also Service develop criteria to prioritise children eg distance of residence from Service.
- To ensure all children receive the same care and attention, educators' children, grandchildren, nieces or nephews will not be enrolled in the same room/group their parent, grandparent or relative works in
- Before enrolment families are shown around the service, given a copy of the Parent Handbook, involved in discussions about their child's needs, availability of days/times and service information, advised what they need to provide to complete enrolment (eg immunisation records) and invited to bring their child to visit.

Unenrolled Children Policy

Unenrolled children (eg siblings of children at the service) are the responsibility of the adult that brought them to the service and must be supervised by them at all times.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

Note we are now listing any Procedures which relate to the Policy reviewed. We have a comprehensive Procedure Pack (in addition to the procedures already included in the policies) which is currently part of our HR Toolkit. Please contact us on admin@centresupport.com.au if you would like a quote for the Kit.

Procedure -

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