



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

How are the National Quality Standards used by stakeholders?



Educators

6.2.1 Transitions – *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 6.2.2 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.



Solving Problems with the NQS

Problem the element can solve – moving children to new rooms/groups is often a very upsetting process for children and their parents.

Aim: Transitions to new rooms/groups are well thought out and prepared in advance.

What to do: Go to NQS element 6.2.1

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

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Select just one point from the element that could help guide or change your practice.

Assessors may discuss

- the strategies in place to ensure children are supported when moving from one group to another (page 272 NQF Guide)

Reflect and think about the point in relation to transitioning children from one room group to another.

Practice change – The EL, Room Leaders and educators worked on implementing a new Transition Procedure to provide some structure and planning around moving children to a new room/group:

To ensure a smooth transition educators will:

1. Talk to parents/guardians about move to new room before move happens
 - Find out how child manages change and how you can help child cope with change
2. Discuss reasons why parents want child to remain in current room if relevant
 - Give parents parenting/community resources or contacts
 - Work with parents/guardians and professionals to implement support plan for child
 - Involve NS/EL in discussions if needed
3. Plan move to new room/group unless agreement reached that child stay in current room/group
4. Share information about child with new educators
5. Talk to child positively about move to new room at least 2 weeks before move
6. Refer to new educators in daily conversations
7. Invite new educators to visit child in current room/group several times. Introduce them to child and encourage child to play with them
8. Take child and parents on several visits to new room/group before move happens
 - Introduce parents to new educators
 - Show parents where portfolios, attendance sheets, room routines, daily information, child lockers etc are located
 - Encourage child to join in activities and outdoor play
 - Involve child in daily room/group routines eg meal times
 - Implement daily care routines in new room eg change child's nappy or help with toileting

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9. Celebrate child's last day in room/group
10. Pass child's file/portfolio to new room/group
11. Say goodbye

Problem to improve upon – children are waiting for educators during transitions between activities and routines.

Aim: Educators are always prepared in advance and children don't need to wait for educators during transitions between activities and routines.

What to do: Go to NQS element 6.2.1.

Select just one point from the element that could help guide or change your practice.

Assessors may discuss

- the strategies in place to ensure children are supported when transitioning between routines and experiences (page 272 NQF Guide)

Reflect and think about the point in relation to transitioning children between routines and experiences.

Practice change – To avoid waiting/wandering children and wandering educators, the EL supported Room Leaders to 'step into' their role and ensure the team knew what each other was doing, what changes were about to happen, what needed to occur before transitioning children etc. Some RLs prepared run sheets to assist.

From the list below, select a point and explore how you could improve children's transitions:

- to and from the centre
- during excursions
- to school
- between activities and routines
- between different rooms/groups.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Continuity of Care

ED1 ED2 ED3 ED4 ED5

	ED1	ED2	ED3	ED4	ED5
Do you ask families to participate in decisions affecting their child eg moving to new room/group?					
Do you respect each family's child rearing practices and adhere to them where there's no conflict with service policies?					
Is the routine flexible enough to meet the different needs of young children?					
Do you use 'Circle of Security' techniques to build trusting relationships and securely attached children, especially with babies and toddlers?					
Do you share information with families and encourage them to do the same?					
Do your practices show families that their opinion matters?					
Do you tell team members with different shift times about children's experiences during the day and information shared by families?					
Do you work with specialists and community organisations to support the care needs of children with additional needs?					
Transition general					
Do you follow documented procedures to ensure all children safely transition from one activity (including excursions), routine or area to another eg head counts					
Do you teach children about road/transport safety to support their safe transitions between settings?					
Transition to a new group					
Do you talk with families about moving to a new room/group before it happens?					
Do you share information about the child with new educators if relevant?					
Do you take child and parents on several visits to new room before move happens?					
Do you invite new educators to visit child in their current group?					
Transition to school practices					
Do you talk to families about how ready their child is to start school?					
Do you talk to children about similarities and differences between school and preschool?					
Do you focus on school readiness activities, especially in the second half of the year?					
Do you tell families how they can help get their child ready for school?					
Do you give families a school readiness report in October which includes children's strengths, needs and interests?					

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

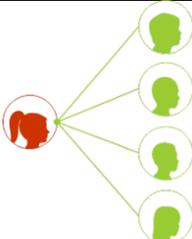
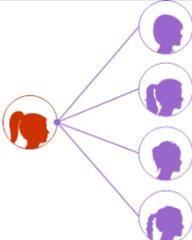
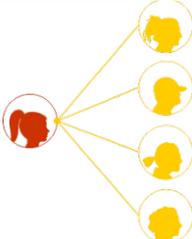
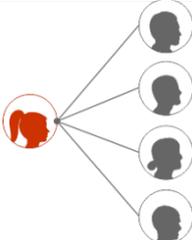
- Could information about children be shared more effectively between educators working different shifts? How could this be improved?
- Do you support children adequately during daily transitions like moving from big to small groups, to and from care routines, between indoor and outdoor spaces, and between learning and routine experiences, as well as transitions between settings? What aspects of these daily transitions could you improve?
- What changes could you make to improve a child’s continuity of learning, after considering their particular needs and circumstances? (related to improvement example)

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	I hate it when Mum leaves me here. It’s scary and really noisy, and no-one cares about me. (Evie)	After reflecting, Miss Ruth decided to speak with Evie’s mum rather than assuming Evie was okay. She learnt that Evie is normally a very outgoing little girl, and it’s been very hard getting her ready to go to the centre in the mornings. Evie’s mum suggested Evie needed some affection, reassurance and help joining an activity when she arrived. This made a massive difference to Evie. Miss Ruth and the team of educators agreed speaking with families and sharing information effectively supported children transitioning to the service – and changed their practice as a result.
<p>an educator</p>	Evie’s mum asked how she’s settling in. I said she seems fine. She’s been quiet but not showing any outward signs of distress, so I’m assuming she likes taking her time to work things out. (Miss Ruth)	
<p>your families</p>	I wish Miss Ruth would go up to Evie and give her a big hug when we arrive; ask her what she’d like to do and tell her I’ll be back later. It would make so much difference to Evie’s willingness to get ready and go in the mornings, if she felt like she had someone she could rely on to look out for her. (Evie’s mum)	
<p>theorist and current research</p>	<p><i>“If a caregiver is inconsistent, absent, unreliable or inappropriate in their responses, this can have a negative impact on the child’s brain, affecting future learning and behaviour.”</i></p> <p>Be You ‘Child development’</p>	



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- Could information about children be shared more effectively between educators working different shifts? How could this be improved?
- Do you support children adequately during daily transitions like moving from big to small groups, to and from care routines, between indoor and outdoor spaces, and between learning and routine experiences, as well as transitions between settings? What aspects of these daily transitions could you improve?
- What changes could you make to improve a child’s continuity of learning, after considering their particular needs and circumstances?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please discuss the communication processes between the service, educators and families that ensure all educators know when a child is sick or will not be attending for other reasons.</i>	Embedded Practice <i>Please discuss the way you and your team's transition practices are consistent with practice theory, the approved learning framework/s and the service's policies and procedures (see QIP/SAT Strength example.)</i>
<i>Please give an example showing how you or your team incorporate road safety into the program.</i>	Critical Reflection <i>Please give an example where you or your team have reflected from a social justice and equity perspective to ensure all children's needs are recognised and supported in the transition process.</i>
<i>Please discuss how educators on different shifts communicate about children's experiences earlier in the day or information shared by families.</i>	Engagement with families and community <i>Please give an example of how service transition practices reflect your service's unique community.</i>