



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. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

**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	

<b>Continuity of Care</b>	<b>ED1</b>	<b>ED2</b>	<b>ED3</b>	<b>ED4</b>	<b>ED5</b>
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?					
<b>Transition general</b>					
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?					
<b>Transition to a new group</b>					
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?					
<b>Transition to school practices</b>					
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?					

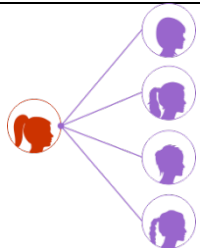
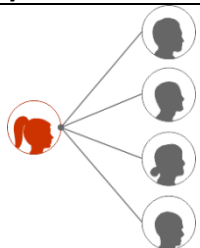
**Week 31, 9 to 13 October 2023 – 6.2.1 Transitions**

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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? This is the question used for the below reflection.
- 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>As a child, transitions can be confusing and sometimes overwhelming. I may feel rushed or unsure about where I should go next.</p>	<p>I plan to create visual cues and simple routines that help children know what to expect during transitions. This could include visual schedules or a transition song. I'll also provide more opportunities for children to express their preferences and choices during transitions.</p>
 <p>an educator</p>	<p>As an educator, I recognise the importance of smooth transitions in maintaining a positive learning environment. It's crucial to be patient and supportive during these moments and acknowledge that children have varying needs.</p>	<p>I've implemented more structured transition routines and cues, and I communicate clearly with children about upcoming changes. I also collaborate with colleagues to ensure consistency in transition practices across the service.</p>
 <p>your families</p>	<p>Families may have concerns about how their child copes with daily transitions. They want to know that their child is comfortable and well-supported during these moments.</p>	<p>I've started conducting regular meetings with families to discuss transition strategies and gather their input. This collaboration has helped address their concerns and build a stronger partnership.</p>
 <p>theorist and current research</p>	<p>To better support children during daily transitions, we can apply Vygotsky's theory by promoting peer interaction and scaffolding during these moments. For instance, during the transition from small group activities to larger group settings, educators can encourage peer collaboration by assigning buddies who help each other gather materials or organize for the next activity.</p>	<p>By incorporating Vygotsky's insights into our daily transition practices, we create an environment where children's social and cognitive development is nurtured during these critical moments. This approach ensures that transitions become not only seamless but also enriching experiences for children, aligning with the broader goals of early childhood education.</p>



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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?

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