

<b>POLICY/PROCEDURE NAME &amp; REVIEW PROCESS</b>	<b>TRANSITION POLICY</b> This policy and procedure has been created to provide all stakeholders with clear guidelines and transparency to our practices and procedures. We welcome feedback and input from all stakeholders at any time and this policy is subject to review based on feedback or due date of annual review.
<b>NATIONAL QUALITY STANDARD</b>	<b>QA5 RELATIONSHIPS WITH CHILDREN</b> 5.1 Relationships between educators and children. 5.1.1 Positive educator to child interactions. 5.1.2 Dignity and rights of the child. <b>5.2 RELATIONSHIPS BETWEEN CHILDREN</b> 5.2.1 Collaborative learning. 5.2.2 Self-regulation.
<b>NATIONAL LAW AND REGULATIONS</b>	170-Policies and procedures to be followed 171-Policies and procedures to be kept available 172- Notification of change to policies or procedures
<b>RELATED POLICIES and RECORDS</b>	<ul style="list-style-type: none"> <li>Transition record</li> <li>Transition letter record</li> </ul>
<b>SCOPE OF POLICY</b>	This policy applies to all children, educators, families, management, students, volunteers, and visitors at our service.
<b>AIM OF POLICY</b>	To ensure that our service has strong guidelines, procedures, and practices in place regarding transitions for all children who attend our service in order to support their safety, wellbeing, and protection. Our aim is to provide a clear policy, implement the policy, support practices relating to the policy, train staff regarding the policy and maintain and update the compliance of the policy for all our stakeholders.
<b>SERVICE IMPLEMENTATION</b>	<b>Implementation</b> Transition is associated with change. While change is something that happens to us, the concept of transition is how we process, manage, and respond to the change. Transitions may be anticipated and planned for, or they may result from unexpected changes. They can present opportunities and challenges for children as routines, interactions, places, and settings may prompt different social, emotional, or physical responses in children. These transitions require children to adapt to different ways of operating. The service recognises that transition is a process, not an event. Therefore, the aim is to ensure a smooth transition for children when arriving at the service and /or moving from one room to the other, as well as throughout the day. Children are especially susceptible to changes in routine, new environments and to separation from their parents or guardians. It is particularly difficult for children to be placed into the care of someone with whom they are not familiar. In order to smooth this transition, we will follow the following processes. <b>Transition to the service from home</b> <ul style="list-style-type: none"> <li>Children react differently to attending a child care service and some children may experience additional challenges that could impact their ability to successfully transition. If a transition is unplanned or the child does not receive support, these challenges may be amplified.</li> <li>Some children may see transitions as fun and exciting but for some children transition events can be emotionally charged, sometimes they can be overwhelming and difficult.</li> <li>Nominated supervisor will allow for a lengthy orientation to reassure the parent but to also allow the child to be introduced to the environment and to meet their educators and children in the room. At this time, we will invite parent and child to stay for a while and enjoy some time in the service by engaging in some activities such as partaking of morning tea, joining in mat time, or playing in the room with resources of their choice.</li> <li>The parent and child will be invited back for settling in periods to take part once again in activities. At this stage, the parent must stay in the service but can allow child to settle in as they see fit and after one or two sessions step out of room to allow child to settle in further.</li> <li>We recommend a shorter day for the first day of enrolment and invite parents to phone regarding the child throughout the day.</li> </ul>

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- The nominated supervisor will check on the child's transition and whether the child is under stress or not settling will phone parents to advise them.
- Children with additional needs may need some special consideration when transitioning and this will be discussed at enrolment and orientation time and parents/ guardians should share information to assist staff to support child.

#### Transitions between rooms

- Once a child is showing signs of being ready to transition to the next room there will be a discussion between the educator and the nominated supervisor before any decisions are made so that we are certain that the timing is right.
- Families will be sent a **Transition Letter Record** to alert them to the process and to guide them with their decision.
- Children will not automatically be sent up to the next room just because it helps fit more children in the service or because they have just turned that age or parents want them moved.
- There needs to be some reassurance that the child/ren are assessed for developmental readiness. For best practice, we will try to transition more than one child at a time so that no child is on their own in the process. Sending friends together if possible.
- The nominated supervisor will organise a time to meet with parents to discuss their child's proposed transition to the new room. Discussions are conducted with parents involved to ensure parents are comfortable with the transition. This is a great opportunity to introduce parents to the new educators.
- Children will be given periods of time in the new room and will be allowed to return to their old room if they are experiencing periods of anxiety or stress, until they are comfortable and relaxed in the new surroundings.
- New room educators will have discussions with current room educator to gather as much information as possible to understand and respect the needs and interests of the transitioning child.
- Each lead educator will complete a **Transition Record** for their current child who is transitioning so that the new lead educator has a snapshot of the child they are receiving.
- Nominated supervisor will complete a transition letter for the family prior to moving the child.

#### Transition to school

Starting school is a significant milestone in the life of a child and their family. As a team it is our responsibility to support the transition to school for each child. This policy will act as a guide for the Early Childhood Teacher (ECT) to ensure that they are providing a positive transition to formal schooling.

ECT will make connections with local schools to ensure that they are developing strong relationships for the children to support their transitions.

Starting school is a major transition for young children. When children know what to expect they are much more likely to feel confident and happy about starting school. We will assist and support the children transitioning to school through the following practices.

- Develop the communication skills necessary for group or individual play.
- Develop positive feelings about themselves and others.
- Experience a sense of self-satisfaction resulting from achievement.
- Develop a sense of independence through learning skills.

#### The Early Childhood Teacher will

- Establish systems across the service to ensure there is continuity of learning when children transition to school.
- Encourage children to start thinking and talking about school by exploring various elements of the school experience. (e.g., uniforms, eating packed lunches, talking to older children about school and how a school environment is different.)
- Talk with children about starting school, respecting any concerns, and communicating these to families.
- Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.
- Consider the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep times may prepare some

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children for the longer school day routine. Children will continue to have rest periods and quiet activities during the day.

- Focus on school readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly.
- Organise excursions/ visits to the school as this plays an important part in dispelling fears of the unknown for the children.
- Organise parent teacher nights or times for families to discuss the child with the current ECT and educators.
- Invite the local school principal to the service to conduct a transition to school night for families.
- Effective communication with parents and educators is crucial in ensuring a smooth transition; children may disclose their concerns at home. Teacher, educator, and parent relationships need to be positive to ensure that this information is shared in order that the appropriate support is offered.
- There may be a graduation ceremony for kindergarten/ preschool children to celebrate their time and achievements at the service and to provide them with an ending to their time at the service.
- We will seek approval from parents to consent to the kindergarten/ preschool sharing their child's transition statement with the nominated school on their behalf and consent to the kindergarten and prep teacher or other relevant school staff contacting one another to discuss information on the transition statement.
- The service will provide each child with a transition statement that can be taken to the schools to enable prospective teachers to have a good understanding of each child attending. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

#### Victoria

Prep – can start in first term if turning five by April 30 that year

In Victoria, children can start before their fifth birthday or parents can decide to start them the following year after they turn five. Home schooling is a legal option in Australia, provided parents comply with their state laws.

Each member of the team plays an important role in the implementation of each policies guidelines, and they are outlined as below but not limited to the following:

#### The Approved Provider

- Will ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure they take reasonable steps to ensure that the nominated supervisor, educators, staff, and volunteers follow the policy and procedures.
- Ensure they provide the nominated supervisor, educators, staff and volunteers the documentation to perform their role, follow policy, procedure, and document according to regulatory and service requirements.
- Will ensure that adequate induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Ensure that the nominated supervisor and staff are equipped with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Ensure the policy is kept up to date with current legislation, research, and best practice.

#### The Nominated Supervisor

- Will monitor transitions by conducting walk throughs of the service at different times of the day.
- Ensure that staff aren't moving children without following process and giving families notification.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Ensure they take reasonable steps to ensure that the educators, staff, and volunteers follow the policy and procedures.

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- Ensure they provide the educators, staff and volunteers the documentation to perform their role, follow policy and procedure and ensure they are checking the documentation according to regulatory and service requirements.
- Ensure that a rigorous recruitment process is completed, and a thorough induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Ensure that the staff are supported with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders and staff regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Ensure the policy is kept up to date with current legislation, research, and best practice.
- Conduct regular staff meetings to address policy compliance with legislation, policy implementation, changes to policy and or collect feedback for annual review of policy.

#### **Educators**

- Ensure they are warm and supportive especially when children are new to the service or in the room, acknowledge that it is scary for children and provide reassurance.
- Ensure they plan ahead and limit the number of transitions throughout the day, be flexible and regularly review the transition process.
- Will not force children to line up unnecessarily, instead conduct an experience to gently transition from one activity to another. Be guided by what is ending and what is about to begin, such as outdoor play to mealtime (children will have been busy, think about calming them prior to going inside for lunch, read a book, conduct yoga or mindfulness as an example.)
- Will teach children what is expected.
- Ensure transitions from one activity to the next will be flexible and not rushed children's pace will always be considered.
- Ensure children will be notified of a change in routine that is about to happen allowing them time to prepare.
- Ensure children will not be forced to participate in another activity example group time mat time if they are not interested.
- Will be organised and prepared for the day so that children are not waiting for long periods of time between transitions or commencement of activities.
- Ensure there is an element of fun and education in the transition- singing, counting, letter of name, colour recognition.
- Will recognise children with disability or behavioural issues are supported through the guidance of the parent/ carer to ensure that all transitions for them will be smooth and supportive. Educators will be aware of any special plans or guidelines that must be adhered to when supporting particular children.
- Ensure mealtimes are relaxed and children are allowed to eat at their own pace or choose to eat when hungry.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Ensure they take reasonable steps to follow the service policy and procedures and seek advice or further support if unsure.
- Ensure they complete and document any related records regarding the implementation of this policy and practice requirements of the service.
- Will attend any ongoing professional development, staff meetings and training they require to comply with this policy and practice requirements of the service.
- Will provide feedback to the nominated supervisor or approved provider regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will provide feedback regarding policy review when required.

#### **Families**

- Take time to speak with staff to build a relationship by sharing information about your child's needs and advise staff of any issues the child/ren may have regarding change(transition)

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	<ul style="list-style-type: none"> <li>Follow guidance from staff at the service regarding transition and adhere to policy and procedure regarding this time.</li> </ul>
<b>REGULATION IMPLEMENTATION</b>	The following procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
<b>In regard to regulation 170- Policies and procedures to be followed.</b>	<p><b>Approved Provider will</b></p> <ul style="list-style-type: none"> <li>Ensure that all staff and volunteers are made aware of Regulatory policies and procedures by ensuring that this forms a part of the induction process.</li> <li>Ensure probationary reviews will be conducted once new staff are appointed at the 3- month and 6-month mark to ensure that they are following policy and procedure and to review and revise regulatory policies.</li> <li>Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure and further training and revision of procedural practices in relation to policy and procedure.</li> <li>Ensure annual review and revision of policies and procedures will be conducted, and all educators will be given the opportunity for input.</li> </ul>
<b>In regard to Regulation 171- Policies and procedures to be kept available.</b>	<p><b>Approved Provider will</b></p> <ul style="list-style-type: none"> <li>Ensure that policies and procedures are available to all staff and the location and availability will form a part of the induction process.</li> <li>Ensure policies will be available on request for all staff members to have access when required.</li> <li>Ensure policies will be available when required for staff members to download copies and/or print out if required in order to complete assignments or to form part of their research and/ or update their knowledge.</li> <li>Ensure policies will be available for all stakeholders when requested and when updating.</li> </ul>
<b>In regard to Regulation 172- Notification of change to policies or procedures</b>	<p><b>Approved Provider will</b></p> <ul style="list-style-type: none"> <li>Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure, provide further training and allow for input if required in relation to policy and procedure.</li> <li>Ensure stakeholders will be invited to provide feedback for policies and procedures at any time, not just on annual review but will also be invited to add feedback at review time or after an event that may require change to policy or procedure.</li> <li>Ensure policies and procedures will be emailed or put on display in the foyer for stakeholders to have the ability to provide feedback.</li> <li>Ensure feedback will be considered from stakeholders and educators and may result in a change in policy.</li> <li>Ensure policy and procedure may be changed at any time if there has been an incident in the service that has required a change to be implemented for the safety and health of children and or educators.</li> <li>Ensure in the event of a change to a policy after feedback or a situation that occurs, we will provide 14 days' notice to all stakeholders before the change takes effect.</li> </ul>
<b>KEY TERMS</b>	<ul style="list-style-type: none"> <li><b>Stakeholder</b> - a person or group of people who have an interest in a business, a person such as an employee or customer. They have a sense of responsibility toward it and an interest in its success.</li> <li><b>Transition-</b> <i>Transitions are times when children move between and adapt to different spaces or places and with different people, experiences, expectations and routines. The term encompasses regular transitions across a day and those that occur at significant times in children's lives such as starting in an education and care service or starting full-time school (EYLF, p. 16).</i></li> </ul>
<b>WE GRATEFULLY ACKNOWLEDGE THE FOLLOWING SOURCES</b>	<ul style="list-style-type: none"> <li>Australian Children's Education &amp; Care Quality Authority. ACECQA</li> <li>Australian Institute of Family Studies <a href="https://aifs.gov.au/cfca/publications/promoting-positive-education-and-care-transitions-children">https://aifs.gov.au/cfca/publications/promoting-positive-education-and-care-transitions-children</a></li> <li>Code of Ethics</li> <li>Education and Care Services National Regulations.</li> <li>Education and Care Services National Law Act 2010.</li> <li>Education Services Australia Limited</li> <li>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.</li> <li>Guide to the National Quality Framework.</li> <li>National Quality Standard.</li> <li>United Convention on the Rights of the Child</li> </ul>

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