

Set up for Success - Continuity and Transitioning Framework

A guide for ECECs and Early Childhood services

Overview

Collaborative professional relationships between early childhood services, such as early childhood education and care (ECEC) settings and schools, is one of the most important ingredients for effective transitions that ensure children's ongoing learning and wellbeing. Effective transitions ensure children experience continuity between settings, including continuity of pedagogical approach and the impact of coordination and relationship building between early education providers, schools and families.

Systematised approaches to effective transitions which provide continuity of knowledge about a child's learning and development improve a child's confidence in managing change. It helps them grow partnerships and positive relationships and fosters their sense of belonging and connectedness.

Intent

The intent of the Continuity and Transitioning (C&T) Statement is to ensure that children who have participated in early childhood services have the best possible transition into Preschool.

The C&T Statement can also be used by practitioners in other support services such as paediatricians, speech therapists, hearing or vision specialists, physiotherapists, psychologists, play therapy services, social workers, NDIS support or early intervention services to capture the needs of children with developmental needs or disability who are transitioning into Preschool.

Best Practice Transitions

Transitions, including from home to early childhood settings, between settings, and from early childhood settings to school, offer opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things. Building on children's prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. As outlined in the [Early Years Learning Framework](#) (EYLF), children, families and early childhood educators all contribute to successful transitions between settings.

The EYLF reaffirms our shared responsibility in honouring the growth and life experiences of our youngest learners and celebrating their individuality in a holistic context. It encourages us to walk alongside each child and their family, to witness and enquire about what makes them feel connected and respond respectfully.

As we capture these unfolding stories, we can design responsive practices which are culturally and contextually appropriate for each child through care, insight and intention, we show up for children, their families and community. This in turn ensures continuity and transitions are successful in unique ways across the ACT.

The Continuity and Transitioning Framework

The Continuity and Transitioning Framework consists of two elements:

1. **Continuity and Transitioning Statement** – to craft conversations, gather key understandings and collaborate to create seamless transitions
2. **Continuity and Transitioning Framework (this document)** – to provide background and guiding practices for quality transitions, and information on how to complete the C&T Statement for each child.

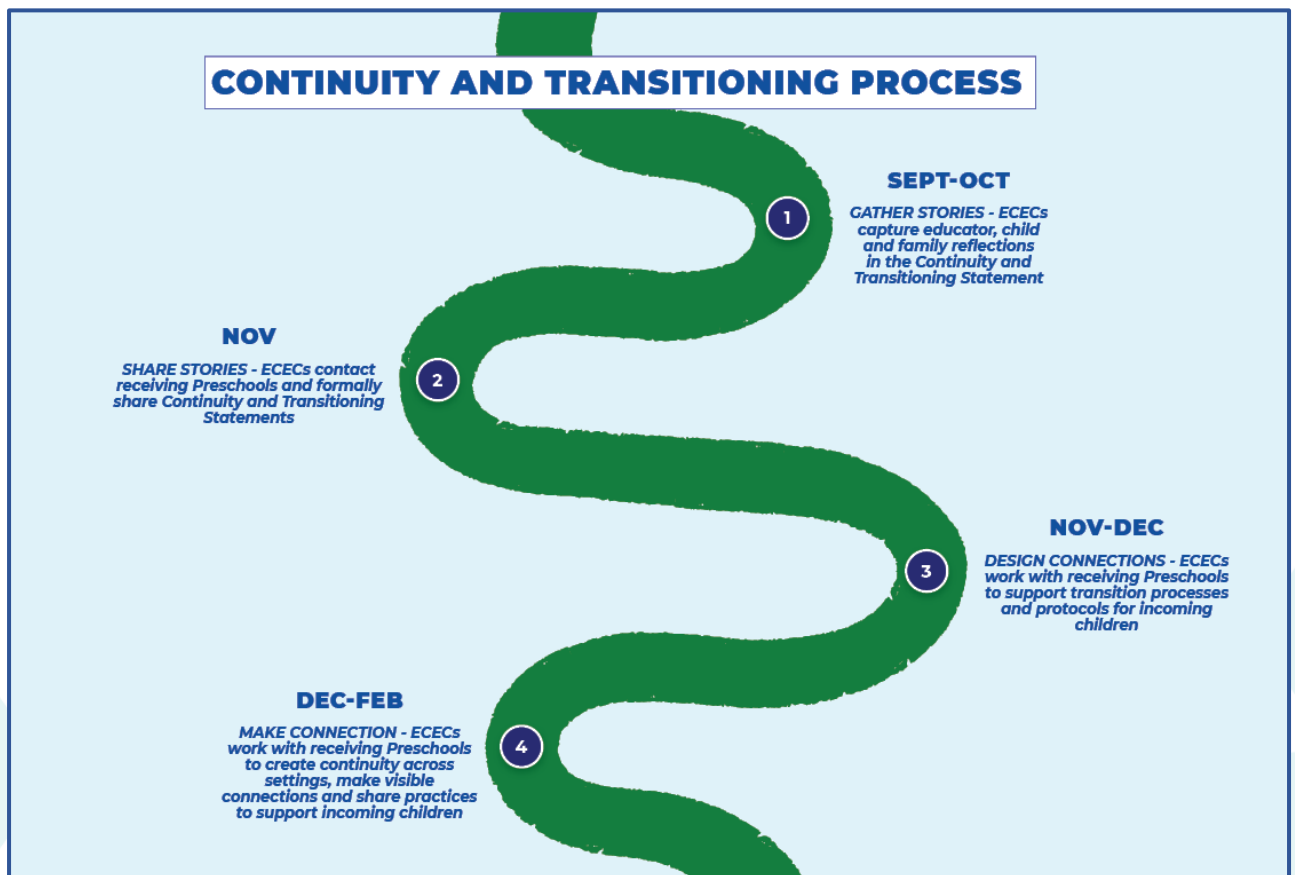
The aim of the C&T Statement is to draw out the relationship with, and knowledge of, the child and their family and the professional expertise, to support the effective transition from the ECEC setting to a Preschool. It is designed to intentionally craft conversations, gather key understandings and collaborate across early childhoods settings to create seamless transitions for children and their families into Preschool.

The Continuity and Transitioning Process for ECEC services

There are three components to the C&T Statements:

1. Educator Reflections – completed by educator/s who work closely with the child
2. Child Reflections – co-constructed with the child and their educator/s
3. Family Reflections – completed by the child’s family with support from the educator.

The process is outlined in the diagram and in more detail below.



1. GATHER STORIES: ECECs capture educator, child and family reflections in the Continuity and Transitioning Statement template.

<p>Tips for gathering ECEC Reflections</p>	<ul style="list-style-type: none"> • Ideally, the <i>ECEC Reflections</i> section is completed by the educator/s who work most closely with the child. • Use the examples and tips provided in the C&T Statement as a guide. • Utilise existing records and materials such as observations, learning stories and documented conversations. • Review how you have recorded the child’s wonderings or interests in your planning documentation. • Consider the dispositions for learning you have observed and fostered in the children and record these. • Refer to examples provided under the <i>Outcomes</i> section of the EYLF.
<p>Tips for gathering Child Reflections</p>	<ul style="list-style-type: none"> • The <i>Child Reflections</i> section is co-constructed between the educator/s who work most closely with the child, and the child. • Use the examples and tips provided in the C&T Statement as a guide. You can also provide attachments to support the child’s reflections. • Consider using one or both of the approaches below: <i>Conversational approaches</i> <ul style="list-style-type: none"> • Record conversation(s) or the child’s responses to the prompts in the template. Ideally these insights will be gathered over several conversations. Within these conversations, modify your prompting language to support the child’s reflection but maintain the child’s own words when recording. • Look back at a current, co-created learning story, annotated photos or social stories as a conversation prompt. <i>Creative approaches</i> <ul style="list-style-type: none"> • Prompt the child to draw a picture of what they would like to share with their new educators and annotate it. • Prompt the child to create a book or sing and record a song all about them. • Have children act out a scene about what they think preschool will be like, or a day in your setting so that their favourite parts of the day can be shared. • Invite the child to take photos of them doing their favourite things.
<p>Tips for gathering Family Reflections</p>	<ul style="list-style-type: none"> • Arrange a formal time to work through the C&T Statement with the child’s family – please don’t email/provide the template to them to complete on their own, as this is a collaborative process. • Provide the <i>Continuity and Transitioning Statement - Guide for Families</i> prior to the formal meeting. • Have a conversation with the family in a comfortable setting. Explain that their knowledge will be passed to their child’s future educators through this statement and work through it together. • The family may choose to complete the reflections on their own. If this is the case, ensure they understand and feel prepared to do so and agree on a timeframe for receiving their input. • For some families they might like to connect and share ideas before completing the statement. Others may choose to share with their wider family and complete the statement at home. • Consider if a family requires translation support – this service can be accessed for free through the Community Services Directorate’s Telephone and Interpreter Service (phone 131 450).

2. *SHARE STORIES: ECECs contact receiving Preschools and formally share Continuity and Transitioning Statements.*

ECEC Role	<ul style="list-style-type: none"> • Contact receiving Preschools and arrange a formal process for sharing the C&T Statement/s. • Provide the C&T Statement/s. • Remember - this process ties into commitments under the National Quality Standard (NQS) under Quality Area 6 – Collaborative partnerships with families and communities: <ul style="list-style-type: none"> ○ Standard 6.2: Collaborative partnerships - Collaborative partnerships enhance children’s inclusion, learning and wellbeing. ○ Element 6.2.1: Transitions - Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
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3. *DESIGN CONNECTIONS: ECECs work with receiving Preschools to support transition processes and protocols for incoming children.*

ECEC and Preschools’ Role	<p>Determining the processes and transition protocols in receiving Preschools can guide potential approaches and activities used to foster connection between schools and incoming preschoolers.</p> <p>Examples of common activities undertaken by ECECs and Preschools that can assist with building connections across settings include:</p> <ul style="list-style-type: none"> • Creating an <i>All About School</i> book with the children. This could encompass all schools the children will be attending and be comprised of pictures of each, the corresponding uniforms, etc. as well as generic information. • Organising a video call or in-person meeting with an educator, principal, or students from a school with incoming preschoolers. This can be used as an opportunity for children to ask questions about preschool. • Buddy programs which coordinate letter-writing between children in ECEC services and students in receiving schools. • Emailing the school newsletter to incoming families. These can also be printed and added to the learning environment to facilitate information sharing and questions from children in the ECEC.
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4. *MAKE CONNECTION: ECECs work with receiving Preschools to create continuity across settings, make visible connections and share practices to support incoming children.*

ECEC Role	<p>ECECs that are part of a Community of Practice (CoP) with an ACT public school should use the CoP relationship to facilitate transition strategies for children as they move between settings, providing continuity of pedagogical approach and coordination between early education providers, schools, and families.</p> <p>The CoP partnerships have been developed between identified ECEC services and ACT public schools and are centred on the development and growth of collaborative relationships between settings.</p> <p>They are designed to grow shared expertise, facilitate effective transitions, collaborate to build a quality workforce, and enable access and equity for all children to quality early learning experiences.</p>
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The Continuity and Transitioning Process for Early Childhood Services

Practitioners from early childhood support services can complete *page 2* of the C&T Statement for any child with a developmental delay or disability transitioning to Preschool.

Completion of the other components is optional:

1. Child Reflections – co-constructed with the child and their educator/s
2. Family Reflections – completed by the child’s family, with the support from the practitioner.

More Information

The Education Directorate has a suite of resources for the ECEC sector to support workforce capability in trauma informed practice. Webinars on *Managing Change and Transitions* and *Supporting children to transition out of your service* can be accessed for free at <https://www.education.act.gov.au/early-childhood/set-up-for-success-an-early-childhood-strategy-for-the-act/trauma-responsive-practice-in-early-childhood-education>.

If you are completing a C&T Statement for a child in the 3 year-old initiative transitioning to Preschool and would like further support or have any questions, contact the Early Childhood Community Coordinators via earlychildhoodcommunitycoordinator@act.gov.au.

If you are completing a C&T Statement for a child with developmental needs or disability transitioning to Preschool and would like further support or have any questions, contact the Preschool Pathways Partners via preschoolpathways@act.gov.au.