



BUILDING ON OUR PRACTICE TO INCLUDE CONTEMPORARY THINKING

1

TRANSITION WAS ABOUT CHILDREN GETTING TO KNOW SCHOOL AND HOW IT WORKS



Transition is a long and complex process during which children internalise the process of leaving their previous setting and establish their identity in a new setting.

5

EVERYONE HAD THE SAME TRANSITION



Transition is unique for each child and family, one size does not fit all.

2

TRANSITION WAS A SERIES OF SCHOOL VISITS



School visits provide a short term orientation to school, but effective transition takes time and builds a child's identity and sense of belonging.

6

TRANSITION INVOLVED TEACHING RULES, ROUTINES AND EXPECTATIONS OF SCHOOL



Children bring ways of belonging, being and becoming from their home and early childhood settings. We help them build on these to support their participation and learning in the school setting.

3

TRANSITION WAS ABOUT CHILDREN MAKING ADJUSTMENTS TO BEING AT SCHOOL



Successful transition depends on the school being able to adjust and respond appropriately to children.

7

TRANSITION GOT CHILDREN READY FOR SCHOOL



Educators build on children's prior learning and connect previous and new learning in ways which are meaningful for children. Pedagogical approaches that recognise the value and importance of play maximise continuity and enable educators to plan learning experiences which are differentiated for individuals and groups.

4

Organising transition was the school's responsibility



Planning for transition is a collaboration between many stakeholders including school, prior-to-school settings and families.

8

Transition for parents included a tour of the site and a meeting with the leader



Leaders build an inclusive culture with processes that respond to the diversity of the community and include families as partners in transition.

