

Transition

The movement from a preschool setting to a school is one of the most significant transitions in a child's life. Families and schools working together at this time is vital to success.

CURRICULUM

Early Years Learning Framework Links (EYLF):

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

NSW Syllabus Links:

- Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. (ENE-1A)
- Composes simple texts to convey an idea or message. (ENE-2A)
- Uses objects, actions, technology and/or trial and error to explore mathematical problems. (MAe-2WM)
- Uses concrete materials and/or pictorial representations to support conclusions. (MAe-3WM)

Transition advice from NESA

FAMILIES

READ

2 min

Successful transitions rely on the partnership between families and educational settings.

Transitions aren't one-off or sudden events. They happen over a long period of time as students' journey through phases of their life. During transition it's important that your child has the opportunity to:

- Engage in familiar activities
- Be social and make connections
- Get to know their new learning environment
- Know that there are people there to help them
- Build on children's prior & current experiences
- Help children feel secure, confident and connected

"Transitions, in the early childhood context, are defined as: The process of moving between home and childhood setting, between a range of different early childhood settings, or from childhood setting to full-time school." (Early Years Learning Framework)

EXPLORE

10 min

Some ideas for supporting transition

- Attend a school orientation or transition to school program at your new school.
- Have a conversation with your child about their feelings on the first days of school - What to do if you feel sad, worried, nervous?
- Read books about starting school (e.g. Starting School by Janet Ahlberg).
- Practise writing and recognising their name.
- Practise putting on their school uniform.
- Practise packing items into their school bag.

TEACHERS

REFLECT

30 min

Reflect on your knowledge and practice

- Consider the EYLF, NSW Syllabus and LPs:
- Where have these children come from?
 - Where are you taking them?

Think about the learning happens in your classroom that builds the knowledge and skills for a successful transition to the classroom.

What do you expect from the early learner?

What do you want parents to know about transition?

In what other settings might a child experience transition? (i.e. not just from an ELC to K classroom)

How will you use transition to know more about a child's literacy and numeracy development?

ENGAGE

45 min

Engage in a learning conversation with parents

Suggested conversation starters:

Is there anything in the video that challenged your thinking about learning and the connection with transition?

What foundational skills do you see in the video that would assist with a successful transition?

How are the children:

- Practising their skills?
- Testing their ideas?
- Building their knowledge?

Note: Opportunity to share what successful transitions looks like in your classroom. Also consider transitions that happen throughout the school day.

What opportunity can you create, or do you have at home that supports your child's transition journey?