



SCAN AND ASSESS

Attachment 1 — Early childhood education and care services: Reflection tool

This tool can be used by early childhood education and care (ECEC) services to guide reflection on current transition practices. Starting points for alignment are made across key frameworks and documents to support reflection and improvement.

Key frameworks and documents

National Quality Standard More information	Transition principles More information	Transitions Position Statement More information	Guiding questions for reflection Use as starting points for reflection	Current transition practice Record the current transition practice in your service	Data we use Record current data to understand the impact of current practices	Identified areas for improvement Record 1–3 improvement areas for your service
QA1 Educational program and practice 	Knowing children and families From evidence to action	Honour learners' unique strengths and contexts Nurture continuity of learning	• How are children's voices, choices and identities embedded in curriculum decisions? • How do we reflect on the multiple types of transitions children experience? • How do we co-design transition experiences with families and communities? • How do our transition practices support children's agency?			
QA2 Children's health and safety 	Knowing children and families Trusting partnerships	Respond flexibly to learners and their contexts	• How do we foster belonging by responding to children's physical and emotional needs? • In what ways do we centre children's voices, comfort and wellbeing in routines? • How do we collaborate with families and community to enhance wellbeing? • How do our child safety practices reflect the voices and strengths of children and families?			
QA3 Physical environment 	Knowing children and families Showing leadership	Honour learners' unique strengths and contexts Nurture continuity of learning	• How do we design inclusive environments that meet diverse learning needs? • How do our indoor and outdoor spaces promote wellbeing through flexible, responsive design? • In what ways do our environments celebrate our geographical, cultural and community context? • What reasonable adjustments ensure all children can access, participate and thrive?			
QA4 Staffing arrangements 	Showing leadership Trusting partnerships	Build strong relationships Foster a sense of belonging	• How do we prioritise staff continuity to support transitions? • How do we record and share transition processes to ensure consistency? • How do educators nurture connections with families and community for mutual learning?			
QA5 Relationships with children 	Knowing children and families Trusting partnerships	Build strong relationships Foster a sense of belonging	• How do we prioritise purposeful interactions to support belonging during transitions? • How do we plan transitions and routines to allow uninterrupted, meaningful play? • How do we promote children's social and emotional competence through transitions? • In what ways are children's rights respected and embedded throughout the transition process?			
QA6 Collaborative partnerships with families and communities 	Trusting partnerships From evidence to action	Build strong relationships Strengthen collaborative partnerships	• How do we build trusting, culturally safe relationships with families and community? • How do we ensure open, ongoing communication with partners? • How are transition partners involved in reviewing and improving our practices? • How do we support children's transitions to school and between education and care environments? • How do we foster collaborative partnerships with schools and community to provide consistent support for children and families? • How is data used to understand community strengths and needs and inform our transition practices?			
QA7 Governance and leadership 	Showing leadership From evidence to action	Use evidence and build a culture of inquiry	• What do our enrolment and orientation procedures communicate about our values? • How do we build team capability to lead inclusive transition practices? • How do we review transition practices to ensure effectiveness and alignment with research? • Which governance documents guide transitions, and how are they used and reviewed? • How do leaders support staff to implement consistent, high-quality transition practices?			