

Supporting successful transitions

newsletter

EDITION 2

Welcome

Welcome to the second edition of the *Supporting successful transitions* newsletter.

This edition focuses on *Reciprocal relationships* – one of the five action areas described in the *Supporting successful transitions: School decision-making tool*.

The likelihood of children and families experiencing a successful school transition is enhanced when relationships with transition partners are underpinned by mutual trust and respect. Where genuine relationships exist and partners feel safe to express personal perspectives, the opportunities for collaborative actions and strengthened continuity are maximised.

Relationships do not just happen; they take time, commitment and common priorities. The approach your school takes will vary in response to your unique context. This means having a vision for your school community, supported by your beliefs about what is essential in ensuring a successful transition for all children.

In creating your vision, reflect on your school's current approach to building relationships through the lens of children, families, Early Childhood Education and Care (ECEC) educators and the broader community and consider where your practice sits against the matrix on page 11 of the *School decision-making tool*. To further support your reflection, I encourage you to draw on the full range of transition resources provided.

In this edition of the newsletter you will find a case study of North Coast region's approach to promoting the importance of relationships and an information sheet highlighting some successful strategies which have been implemented in diverse contexts across the state.

Enclosed with this newsletter is a resource providing suggested topics for conversations between schools and ECEC services, a USB containing electronic copies of statewide transition resources and a mouse mat highlighting the key components of the *School decision-making tool*.

These resources can be added to your transitions folder to continue building the rich compilation of statewide materials and school-specific transition documents.

Dr Mary Lincoln
Director, Early Learning Pathways



Successful transitions



Our commitment to increasing access to quality early childhood education and care services is borne of empirical research which shows that social, physical and emotional development in a child's early years set

the foundation for cognitive development and academic success. Everyone in society has a role in ensuring the community contributes to, and nurtures, a child's safety, well-being and lifelong learning opportunities including all levels of government and their services, the private sector, the media, employers, families and community groups.

Across the department, we are all committed to supporting families and children as they take the journey from home to childcare, to early childhood programs and on to school. The research is clear that reciprocal and respectful relationships where parents, educators and teachers are treated as experts, based on their experience gained in the daily contact with children, are fundamental for each child's sense of well-being during the transition to school.

In Early Childhood Education and Care, we stay committed to ensuring every child has the opportunity to go to an approved kindergarten program in the year before Prep. We work within a national quality framework and with over 2800 early childhood providers to assess and rate regulated services to improve the quality of programs and embed a culture of continuous improvement. We are implementing the Queensland Government's newly released *Workforce Action Plan 2016-*

2019 to support early childhood educators and teachers to undertake pre-service and in-service study, and we are developing information and materials that will best support schools as community leaders in transition planning.

Principals across Queensland are leading successful initiatives to connect with parents, carers and early childhood educators as early as possible – welcoming new families into the school environment and community, and getting to know each child's early childhood experiences and the multidimensional nature of their development.

Assistant regional directors, regional early childhood education and care directors, their transition, partnerships and innovation officers are on the ground working with families, early childhood educators, community groups, principals and Prep teachers in their important roles as first teachers; enablers of children's development including first experiences of socialisation and autonomy outside of the family environment; and providers of educational experiences within a school's nurturing and inclusive culture.

We have a shared responsibility wherever we are in the Department of Education and Training: to do our best together to contribute to every young child's self-esteem, confidence and self-expression as they get ready for their transition to Prep.

Gabrielle Sinclair
Deputy Director General
Early Childhood Education and Care

Supporting successful transitions:

School decision-making tool

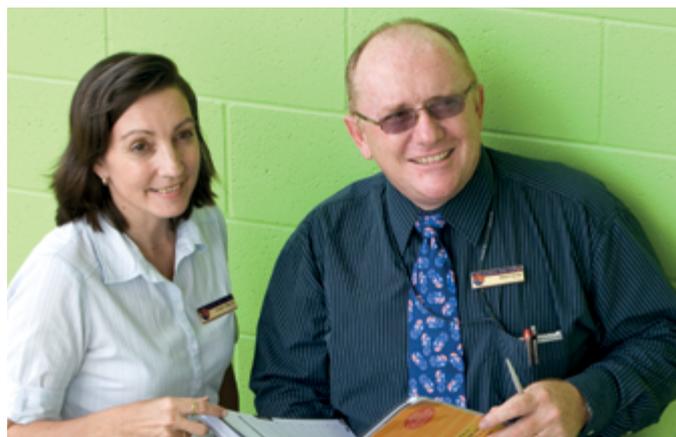
The **principles** and **action areas** identified in the *Supporting successful transitions: School decision-making tool* complement the areas for action identified in *Every student succeeding – State Schools Strategy 2014–2018*. The tool also details the intended **outcomes** to be achieved for children and families as a result of engagement with the principles and action areas.

Action area: Reciprocal relationships

Each action area described in the *School decision-making tool* is expressed as a series of reflective questions with accompanying descriptors, further explaining the intent and scope of the action areas to support school decision-making.

Shining the spotlight on relationships for this edition of the *Supporting successful transitions* newsletter, below are the reflective questions and descriptors found on page 7 of the *School decision-making tool*.

Use these questions and descriptions to prompt ideas for strengthening your school's transition strategies as you explore the information provided in this newsletter.



Action Area	Reflective Questions	Descriptors
Reciprocal relationships	<ul style="list-style-type: none"> How can my school better engage respectfully with children and families? How does my school engage with local ECEC service providers? What information can we share that will support children's transitions? In what ways do I draw on the knowledge of community leaders and elders to enhance relationships? How can my school initiate opportunities to collaborate with other local schools and early childhood teachers? 	<ul style="list-style-type: none"> Families know their children best. ECEC services hold a wealth of knowledge about children and their families. Reaching out involves listening without judging. Being involved outside the school breaks down barriers. Being a participant, not a leader, in some contexts builds relationships. Sharing perspectives, not giving answers, builds trust.



Get in touch

For any questions about this newsletter contact the Early Learning Pathways team on 3328 6704 or Transitions@dete.qld.gov.au

More support

Access information and a range of resources including video vignettes via the *Successful transitions* web pages on the ECEC website: www.qld.gov.au/transitiontoschool