

Information sheet

BELONGING, BEING & BECOMING

Continuity of learning and transitions

Transition is not just about the first day. It is a process that happens over time and continues until children form relationships, learn new routines and feel a sense of connection and belonging in the new setting or routine.

Continuity is where children experience familiar or similar ways of being, doing and learning from one setting to another. Experiencing greater continuity assists and supports more effective and positive transitions.

This information sheet highlights the changes to the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) Practice, [Continuity of learning and transitions](#). It provides you with reflective questions as you consider your practice, service philosophy and children's program in relation to this Practice.



Links to the [National Quality Standard \(NQS\)](#)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The EYLF V2.0 Practice, Continuity of learning and transitions is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

Element 1.1.3: Program learning opportunities – All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

QA2: Children's health and safety

Element 2.1.1: Wellbeing and comfort – Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

QA4: Staffing arrangements

Element 4.1.2: Continuity of staff – Every effort is made for children to experience continuity of educators at the service.

QA5: Relationships with children

Element 5.1.1: Positive educator to child interactions – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

QA6: Collaborative partnerships with families and communities

Element 6.1.2: Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

Element 6.2.1: Transitions – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Element 6.2.2: Access and participation – Effective partnerships support children's access, inclusion and participation in the program.

QA7: Governance and Leadership

Element 7.1.3: Roles and responsibilities – Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

What is the change?

- This practice has been expanded to provide a clearer definition of children's individual, family and community ways of being, belonging and becoming, often called [funds of knowledge](#).
- Transitions are described as occurring everyday between routines or settings as well as bigger transitions to early childhood settings or school.
- Discussion of continuity has been strengthened to promote greater continuity to assist positive transitions between home and the early childhood setting and school.
- This practice builds understandings of how educators may use children and their family's funds of knowledge to strengthen this practice.
- It includes descriptions of children's changing identities when entering a new setting and the building of new ways of knowing, being and doing in a new setting while establishing a sense of belonging.

Rationale for the change

- Knowing and building on children's funds of knowledge helps them to feel secure, confident and connected to familiar people, places, events and understandings.
- Children's identities are seen as changing as they move from one setting to another.
- Educators from early childhood settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning.
- Greater continuity across settings assists positive transitions.
- This practice also includes understanding how professionals work together in the best interests of children by sharing knowledge so that transitions are supported and strengthened.

What this looks like in practice?

- Educators partner with children and families to ensure that all children have an active role in preparing for transitions and the changes that are expected.
- Educators assist children to understand the traditions, routines and practices of the settings to which they are moving and to feel comfortable with the process of change, such as visits to the new environment.
- As children make major transitions to new settings (including to school) educators from early childhood settings, schools and outside school hours care services commit to sharing information about each child's knowledge, skills, wellbeing so learning can build on foundations of earlier learning.

- Educators work with families to promote continuity. For example, knowing about Aboriginal and Torres Strait Islander children's [kinship](#) connections, their family's parenting practices and other aspects of their lives and culture can inform positive transitions.
- Educators work collaboratively with each child's new educators, teachers in schools and other professionals to ensure a successful transition and support continuity of learning.

Examples for specific age groups include:

Under 2 years

- Educators support children in choosing significant people, special objects or individual routines to support bridging the gap between the familiar and the unfamiliar.

2–3 years

- Educators recognise that at times of change and transition, children might experience changes in emotion and educators are present and available to support them.

3–6 years

- Educators support children to discover that new situations can provide opportunities for them to be involved in planning and enacting events.

Reflective questions and provocations

- How does your service philosophy guide and reflect the practice of continuity of learning and transitions?
 - » Child Australia – [How to: Plan Effective Transitions for Children in Education and Care Services](#)
- How do all educators promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant stakeholders?
 - » StartingBlocks.gov.au – [Supporting children during transitions](#)
- What signals a transition for children? How do you know what children understand about transitions?
 - » Child Australia – [How to: Plan Effective Transitions for Children in Education and Care Services](#)
- In whose interests are the transitions designed – child, educator, family, or school?
 - » Be You – [Transitions for Babies and Toddlers](#)
- Who makes the decisions and how can schools and prior to school settings work together with families to ensure that everybody's interests are included?
 - » Australian Government, Department of Education – [Continuity of Learning: a resource to support effective transition to school and school age care](#)
- Identify how all educators consider and discuss social justice and equity implications of their approach to

inclusion and support the transitions for all children. This includes self-awareness of their own biases and how these may impact on child and family outcomes.

- » The Education Hub – [Social justice in early childhood education](#)
- How do all educators seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service, including the changing and continuous learning and transition needs of children?
 - » Be You – [Transitions in learning communities](#)

ACECQA references and resources

- Australian Government Department of Education – [Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [We hear you blog – Transition to school: a collaborative effort](#)
- ACECQA – [We hear you blog – Using the AEDC to support transition](#)
- StartingBlocks.gov.au – [Supporting children during transitions](#)

Other references and resources

- Australian Government Department of Education – [Continuity of learning: A resource to support effective transition to school and school age care](#)
- Be You – [Transitions in learning communities](#)
- Be You – [Transitions for Babies and Toddlers](#)
- © Australian Government. All rights are reserved.
- Child Australia – [How to: Plan Effective Transitions for Children in Education and Care Services](#)
- Queensland Government, Early Childhood Education and Care – [Transitions in the early years](#)
- The Education Hub – [Social justice in early childhood education](#)