

Information sheet

MY TIME, OUR PLACE

Continuity 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 made to the *My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022* (MTOP V2.0) Practice, [Continuity and transitions](#). It provides you with reflective questions as you consider your practice, service philosophy and 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 MTOP V2.0 Principle, Aboriginal and Torres Strait Islander perspectives 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.

Positive transitions and practice continuity from home to school to school age care setting, have long-lasting benefits and help lay the foundation for future learning and success.

What is the change?

- The practice is expanded to provide clearer definition of children and young people'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 larger transitions into school or school age care setting.
- Discussion of continuity strengthened to promote greater continuity to assist positive transitions between home, school age care setting and school.
- Strengthening understandings of educators of children and young people's funds of knowledge and how this helps them to feel secure, confident and connected to familiar people, places, events and understandings.
- It also describes children and young people's changing identities 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 and young people and their family's funds of knowledge helps them to feel secure, confident and connected to familiar people, places, events and understandings.
- Children and young people's identities are seen as changing as they move from one setting to another. These changes build new ways of knowing, being and doing in a new setting while establishing a sense of belonging.
- Educators from school age care 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 the understanding of how professionals work together in the best interests of children and young people by sharing knowledge so that transitions are supported and strengthened.

What will this change look like in practice?

- Educators partner with children, young people, families and schools to ensure that all children and young people have an active role in preparing for transitions and the changes that are expected.
- Educators assist children and young people 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 and young people make major transitions into

new settings (including to school), educators from early childhood settings, schools and school age care services commit to sharing information about each child and young person'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](#), parenting practices and other aspects of children and young people's lives and culture can inform positive transitions.
- Educators work collaboratively with each child and young person's new educators, teachers and other professionals to ensure a successful transition and to support continuity.

What might this look like for school age children?

- Educators recognise the different spaces that school age children transition through in a day and provide children and young persons with support and strategies to manage these transitions.
- Children and young people have agency in how they transition from one space to another.
- Children and young people's funds of knowledge is used to inform and support transition.
- School age care management prioritises continuity of practice and staffing.

Reflective questions and provocations

- Children and young people transition through three different landscapes in their day, home, school and school age care setting. What points of connections are in place to ensure all children feel connected, valued and safe?
 - » Early Childhood Australia – [The Spoke blog - Transitions to outside school hours care: Opportunities hiding in plain sight](#)
- How have children and young people's perspectives been included in the planning of the school age care program and environment? How have children and young people's views on routines and transitions been included in the service philosophy and daily practice?
 - » UNICEF – [Convention on the Rights of the Child text](#)
- In whose interests are the transitions designed – the child, young person, educator, family, or school? Who makes the decisions and how can schools, school age care services and prior to school settings work together with families to ensure that everybody's interests are included?
 - » Be You – [The voice of the child](#)

- What considerations have been given to how the different experiences and abilities of children and young people may influence how they respond to change? Are reasonable adjustments required to support children or young people in their transition?
 - » ACECQA – [Disability Discrimination Act 1992 \(DDA\) resources](#)
- Identify how all educators consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children. This includes self-awareness of own biases and how these may impact upon child, young people and family outcomes.
 - » The Education Hub - [Social justice in early childhood education](#)
- The key to successful transitions is collaborative partnerships, with consistent exchange of information across care, educational and home contexts affirming children and young people’s identities and wellbeing. How do all educators promote continuity of learning and transitions for each child and young person?
 - » Queensland Government Department of Education – [Parent and community engagement](#)
- In what ways do all educators seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children, young people and families at school age care, including the changing and continuous learning and transition needs of children? What signals a transition for children? How do you know what children understand about transitions?
 - » Be You – [Transitions: preparing children and young people for change](#)

ACECQA references and resources

- Australian Government Department of Education – [My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Disability Discrimination Act 1992 \(DDA\) resources](#)

Other references and resources

- Be You – [Transitions in learning communities](#)
- Be You – [Transitions: preparing children and young people for change](#)
- Be You – [The voice of the child](#)
- © Australian Government. All rights are reserved.
- Child Safe Organisations – [Practical tools](#)
- Child Safe Organisations – [National Principles](#)
- Queensland Government Department of Education – [Parent and community engagement](#)
- StartingBlocks.gov.au – [Supporting children during transitions](#)
- The Education Hub – [Social justice in early childhood education](#)
- Early Childhood Australia – [The Spoke blog - Transitions to outside school hours care: Opportunities hiding in plain sight.](#)

The Spoke Blog is © Copyright Early Childhood Australia, All Right Reserved.

