

## **Logan Together Foundation Roadmap –Project scoping**

**Project title:** Supporting Successful Transitions to School

**Strategic or Chapter-based project:** Education Chapter

**Short description:**

The Department of Education, Training and Employment recognises that children are more ready to learn and more readily adapt to, and accommodate the practices of a new setting when relational, procedural and pedagogical continuity links their prior experience with new understandings. Effective learning builds on previous knowledge and experience; as such effective learning environments must plan for and build in continuity. Locally determined strategies, process and actions support effective transitions.

**What results does it help Logan Together to achieve?**

Improve kindergarten to school transition for the children of Logan and increase the number of children developmentally on track. (AEDC)

**Why will it help achieve those results?**

We all make transitions in our lives. Sometimes we feel confident about these changes and sometimes we are anxious about how we may be viewed by others and how we will fit in. Children are the same. Helping them to become familiar with the school environment and expectations will make the transition less stressful and fearful and in turn increase learning outcomes.

Promoting continuity across sectors involves teachers mapping children’s learning and development along a continuum, and sharing information about children’s learning progress with partners. To promote children’s ongoing success, teachers build positive relationships between all partners involved in children’s learning in prior-to-school and school settings. Effective communication between parents, carers, children and early years colleagues enables all partners to support children as they transition between settings. Sharing understandings about children’s learning and the learning programs provided in different settings allows parents, carers, family members and colleagues to:

- explicitly promote the skills and dispositions that help children to make smooth transitions, feel comfortable in new settings and maintain their identity in these settings
- plan ways to help children to gradually understand expectations, interactions, routines and practices associated with new social and physical learning environments
- identify different pathways and approaches to transitions that best suit diverse children and families not only do children come from diverse cultural backgrounds but also from diverse early childhood experiences. (Children coming from home environments, long day care, kindergartens, playgroups)

- identify starting points for learning that build on children’s identified strengths, talents, motivations, interests and learning needs.

### **Project details:**

Supporting Successful Transition to School is part of the “*Department of Education, Training and Employment Strategic Plan 2014-2018.*”The school decision making tool supports all Queensland schools and their partners to identify, plan and implement transition strategies and practices to meet the needs of a diverse group of students and families.

Action areas for schools are; Respect for Diversity, Effective use of Data, Responsive Environments, Effective Pedagogy and Practice and Reciprocal Relationships.

Schools, early childhood services families and community come together to collaborate and plan effective continuity for the child and family. Early Years Neighbourhood Networks are formed within specific areas where schools draw enrolments from similar catchments, within these networks they share understanding of the values and beliefs around high-quality early childhood education and care which inform the transition practice enacted by the school.

### **Data and scale:**

State Schools in Logan LGA have transitioned approximately 2,700 students into Prep classes in the first weeks of 2016.

Currently we have **265** ECEC services and **17** family day care schemes who are also involved in transitioning children into schools.

**Partners:** Locally determined strategies planned across the sectors of Early Childhood Education and Care services, Community Organisations, Health, Playgroups and the State Schooling sector.

### **Co-design:**

Each “*Early Years Neighbourhood Network* ’will co-design a collaborative approach which meets the diverse needs of the families in their community. The Department of Education will support networks through the Partnership, Innovation and Transition team.

### **Quick wins:**

Sixteen school Principals in the Logan area have been involved in Patrons training to assist them implement school and community plans to improve transition to school. Schools and ECEC are forming partnerships to collaboratively plan for transition to school. Further data will be available after the 2016 cohort settle and the networks reflect on their 2015 plans to review and increase strategies ready for the 2017 cohort. Organised Neighbourhood Networks will form Community plans in response to the AEDC data.