

Transition to New Room Policy

Regardless of the age, settling into a new care environment can be an exciting and challenging time for children. Our aim is to provide a supportive and smooth transition and we believe in working with children, families and educators to ensure transitions are managed sensitively, building foundations as we work towards providing quality care for all children.

National Quality Standard (NQS)

Quality Area 5: Relationships with Children		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
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.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships

Quality Area 6: Collaborative Partnerships		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
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.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Education and Care Services National Regulations

Education and Care Services National Law (WA) Act 2012	
123	Educator to child ratios – centre-based services
155	Interactions with children
156	Relationships in groups

Related Policies

Educational Program Policy Nappy Change & Toileting Policy Privacy and Confidentiality Policy Family Communication Policy	Inclusion Policy Interactions with Children Medical Conditions Policy
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PURPOSE

We aim to ensure children and families are provided with a transition procedure that allows the child to transition into a new room positively and securely, meeting the child's individual needs. An effective transition process is important to promote the development of positive relationships with our educators, children and families.

SCOPE

This policy applies to children, families, staff, management and visitors of REED Services.

IMPLEMENTATION

Families will be advised when their child is approaching the time to transition to a new room. This will be determined based on age and developmental readiness. As per the Education and Care Services National Regulations 123(7), when calculating educator to child ratios a child may be treated as up to 6 months older or 6 months younger than the child's actual age as long as it is developmentally appropriate for them to be placed into the older or younger group and the parent has provided written consent.

Management/Nominated Supervisor/Responsible Person/Educators will:

- Consult with families about how the transition process will be conducted and what the child will need to bring.
- Discuss with families if it is appropriate for the child to move into the next age group, 6 months earlier than the child reaches that age and ensure a Transition Form is completed by the parent in 1 Place or a hard copy of the transition form.
- Invite families to meet and greet the educators in the new room.
- Allocate a primary educator for the child who is the key person to support the child, conduct observations and group times during the transition period.
- Arrange for the child to visit their new room during selected periods of the day so they can join in routine activities. It may be of support to the child if a familiar educator attends this transition as well.
- Set up a visual routine for the child to assist them with what happens in their new room.

- Ensure the pace of transition is dictated by the child, if the child requires additional support, we will continue with the visits until the child feels secure and comfortable.

Source

- Department of Education, Employment and Workplace Relations (DEEWR). (2009). Belonging, being and becoming: The early years learning framework for Australia.
- Education and Care Services National Regulations. (2012).
- Revised National Quality Standard. (2018).
- Stonehouse, A. (2012). Relationships with children:
- UN General Assembly. (1989). Convention on the Rights of the Child. Simplified version available at <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

Review

Policy Reviewed	Modifications	Next Review Date
February 2024	Addition of Transition Form for child 6 months under age.	February 2025
February 2023	Verified Links	February 2024
August 2022	No Changes	August 2023
August 2021	Policy checked for currency	August 2022
July 2020	Policy developed by REED management	February 2021