



TRANSITIONS PROCESS

When transitioning children between rooms within the service, it is important to follow our service guide to ensure it is a smooth and successful transition for the child, family, and educators.

- As there can be some restrictions with spaces within the service and rooms, the service coordinator should be consulted prior to the transition process to establish how transitioning children with different bookings might affect the next rooms' dynamics and function.
- Consultation with the educators of the next room should take place to ensure the child meets the expectations of the room also. For example, the child may need to be comfortable sleeping on a bed or be able to independently complete certain tasks prior to moving.
- Children must be developmentally and age ready to move rooms. Establishing if a child is age appropriate is as easy as looking on the service software. Establishing if a child is developmentally ready is a little more complex. Attached to this document are the EYLF / NQS developmental milestones to use as a guide when looking at transitioning children.
- Before transitioning any children, the parent must be notified and agree to their child transitioning. This should be done with an initial conversation with that child's primary parent / guardian outlining the transition process and the benefits it will have for their child. This conversation gives you an opportunity to discuss who the educators in the next room are and allow the family to get an idea on the new room their child is moving into. The 'Transition to a new room' letter should be given to the parent / guardian to outline the transition process, in conjunction with a permission form and 'Room Transition' form for families to fill in and educators to contribute to once returned that will be filed in the child's enrolment file once signed and given to new room.
- Before the child begins the transition process, complete a transition form to give to the next room that outlines the child's needs, likes, dislikes, etc to ensure educators are made aware. A conversation between educators about these children should be had so nothing is missed and educators are able to get a full understanding of the child.
- During the transitioning, ensure the child is now a part of the new rooms' Storypark to allow the new educators to have access to their profile and upload stories and photos from the day to share with the family
- Some children might transition a lot easier than others, there should be a number of visits that child does before they officially move into their new room. Sometimes a child might even have one visit and want to stay there. If this is a case, have a conversation with that child's parent and discuss. Each child's transition will be different, it is important to have consistent discussions with families through the transition process.
- The child's parents may need to also be introduced to the educators in the child's new room so they may have an orientation to the room also.
- During the transitioning, ensure the child is now apart of the new rooms' Storypark to allow the new educators to have access to their profile and upload stories and photos from the day to share with the family.



TRANSITION TO A NEW ROOM

Dear, _____

Date: _____

We believe your child is developmentally ready to start transitioning to the _____ room. It has been a pleasure to have your child learn and grow with us, however it won't be long before your child will be ready for the extra stimulation and the challenges that awaits them.

Regardless of 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 families and educators to ensure transitions are managed sensitively, building on foundations as we work towards providing quality care for your child.

To provide a smooth transition from one room to the next, we have developed a simple step by step plan shown below. As well as this, we encourage continued communication with both rooms as your child makes the transition where you can discuss any questions you may have.

1. Room leader will consult with family about how the transition process will be conducted and parent permission for visits
2. Short 10-15 minute visits with a staff member from your child's room
3. 30 – 60 minute visits
4. Half day visits
5. Full day visits
6. Child is ready to be transitioned

The duration of this transitioning is primarily dependent on your child, as they show the ability to settle in the new room, bonding with both educators and making new friends. Every child is different and can respond to transitioning differently to others. Whilst the above plan is a guide, some children transition and settle straight away, others may need a little more time. Our educators assess every child and their transitioning process and modify to maintain their wellbeing. Please let us know if there are any changes in health or events outside of the service which may also affect your child during this time.

To assist the educators in the next room, we will also provide a brief transition record of important details about your child that they should know. E.g. routines, likes / dislikes, progress in toilet training, food preferences, sleep requirements etc. All details are kept confidential.

During the process you will be introduced to the educators in the next room and they will conduct an orientation of the room for your family.

If you are happy for visits to begin please complete the form attached. If you have any questions or ideas for your child's transitioning to the _____ room please do not hesitate to chat with one of us.

Kind Regards,

EDUCATOR TO COMPLETE



TRANSITION TO A NEW ROOM

PERMISSION FORM

To whom it may concern,

I _____ being the (parent / guardian) am aware that my child
_____ (child's name) will be starting the transitioning process to
move from the _____ room to the _____ room. I give my permission for visits to
begin and to start the transition process; I wish to be kept informed of the process.

As a part of the transition process there is a 'Room Transition' form attached. If you could
fill in for the educators in the next room, once this is returned the educators can add any
information, they have gathered for your child.

Kind Regards,

(parent / guardian signature)

(parent / guardian name)

(date)

FAMILY TO COMPLETE



ROOM TRANSITION

| | |
|--|--|
| Name | |
| Days attending | |
| Allergies / Medical conditions / Eating requirements | |
| Sleep Requirements | |
| Nappy / Toilet training | |
| Creams used | |
| Activities / experiences enjoyed | |
| Dislikes | |
| Favourite comforters | |
| Other | |

FAMILY TO COMPLETE



EYLF Milestones – Observation Record

1 – 2 years

| | |
|-------------|-------------------------|
| Child Name: | Date: |
| Educator: | Observation Start Date: |

| Developmental Area | Observe | Some-times ✓ | Date | Always sv | Date | Example of links to EYLF/NQS |
|-------------------------|---|-----------------|------|--------------|------|---|
| Physical | walks, climbs and runs | | | | | EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. "Be open to new challenges and discoveries", "Motivate and encourage children to succeed when they are faced with challenges." (p.22) NQS: Areas 1, 2, 3, 4, 5, 6 |
| | takes two to three steps without support, legs wide and hands up for balance | | | | | |
| | crawls up steps | | | | | |
| | dances in place to music | | | | | |
| | climbs onto chair | | | | | |
| | kicks and throws a ball | | | | | |
| | feeds themselves | | | | | |
| | begins to run (hurried walk) | | | | | |
| | scribbles with pencil or crayon held in fist | | | | | |
| | turns pages of book, two or three pages at a time | | | | | |
| | rolls large ball, using both hands and arms | | | | | |
| | finger feeds efficiently | | | | | |
| | begins to walk alone in a 'tottering way', with frequent falls | | | | | |
| | squats to pick up an object | | | | | |
| | reverts to crawling if in a hurry | | | | | |
| can drink from a cup | | | | | | |
| tries to use spoon/fork | | | | | | |
| Social | begins to cooperate when playing | | | | | EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "organise learning environments in ways that promote small group interactions and play experiences" appropriate to children's development. (p.24) NQS: Areas 1, 3, 5 |
| | may play alongside other toddlers, doing what they do but without seeming to interact (parallel play) | | | | | |
| | curious and energetic, but depends on adult presence for reassurance | | | | | |
| | | | | | | |
| Developmental Area | Observe | Some-times ✓ | Date | Always sv | Date | Example of links to EYLF/NQS |
| Emotional | may show anxiety when separating from significant people in their lives | | | | | |
| | seeks comfort when upset or afraid | | | | | |
| | takes cue from parent or principal carer regarding attitude to a stranger | | | | | |
| | may 'lose control' of self when tired or frustrated | | | | | |

| | | | | | | |
|-----------------------------|---|--|--|--|--|---|
| | assists another in distress by patting, making sympathetic noises or offering material objects | | | | | |
| Cognitive | repeats actions that lead to interesting/predictable results, e.g. bangs spoon on saucepan | | | | | EYLF Outcome 2: Children are connected with and contribute to their world - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. E.g. Broaden their understanding of the world in which they live. (p.26) NQS: Areas 1, 2, 3, 4, 5, 6 |
| | points to objects when named | | | | | |
| | knows some body parts | | | | | |
| | points to body parts in a game | | | | | |
| | recognises self in photo or mirror | | | | | |
| | mimics household activities, e.g. bathing baby, sweeping floor | | | | | |
| | may signal when s/he has finished their toileting | | | | | |
| | spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them | | | | | |
| | stacks and knocks over items | | | | | |
| | selects games and puts them away | | | | | |
| | calls self by name, uses 'I', 'mine', 'I do it myself' | | | | | |
| will search for hidden toys | | | | | | |
| Language | comprehends and follows simple questions/commands | | | | | EYLF Outcome 5: Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. "model language and encourage children to express themselves through language in a range of contexts and for a range of purposes." (p.40) NQS: Areas 1, 4, 5, 6 |
| | says first name | | | | | |
| | says many words (mostly naming words) | | | | | |
| | begins to use one to two word sentences, e.g. "want milk" | | | | | |
| | reciprocal imitation of another toddler: will imitate each other's actions | | | | | |
| | enjoys rhymes and songs | | | | | |

Further observations/comments:

Seek advice if: is not using words or actions to communicate such as waving or raising arms to be lifted, is not wanting to move around, is not responding to others, is not seeking attention of familiar people

EDUCATOR TO COMPLETE



EYLF Milestones – Observation Record

2 - 3 years

| | |
|-------------|-------------------------|
| Child Name: | Date: |
| Educator: | Observation Start Date: |

| Developmental Area | Observe | Some-times times ✓ | Date | Always sv | Date | Example of links to EYLF/NQS |
|-------------------------------------|--|--------------------------|------|--------------|------|--|
| Physical | walks, runs, climbs, kicks and jumps easily | | | | | EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others." (p.32) NQS: Areas 1, 2, 3, 5 |
| | uses steps one at a time | | | | | |
| | squats to play and rises without using hands | | | | | |
| | catches ball rolled to him/her | | | | | |
| | walks into a ball to kick it | | | | | |
| | jumps from low step or over low objects | | | | | |
| | attempts to balance on one foot | | | | | |
| | avoids obstacles | | | | | |
| | able to open doors | | | | | |
| | stops readily | | | | | |
| | moves about moving to music | | | | | |
| | turns pages one at a time | | | | | |
| | holds crayon with fingers | | | | | |
| | uses a pencil to draw or scribble in circles and lines | | | | | |
| | gets dressed with help | | | | | |
| self-feeds using utensils and a cup | | | | | | |
| Social | plays with other children | | | | | EYLF Outcome 2: Children are connected with and contribute to their world - Children become aware of fairness. E.g. "Engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources." (p.28) NQS: Areas 1, 5 |
| | simple make believe play | | | | | |
| | may prefer same sex playmates and toys | | | | | |
| | unlikely to share toys without protest | | | | | |
| Developmental Area | Observe | Some-times times ✓ | Date | Always sv | Date | Example of links to EYLF/NQS |
| Emotional | shows strong attachment to a parent (or main family carer) | | | | | EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. "Talk with children about their emotions and |
| | shows distress and protest when they leave and wants that person to do things for them | | | | | |
| | begins to show guilt or remorse for misdeeds | | | | | |
| | may be less likely to willingly share toys with | | | | | |

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|--------------------------------------|--|--|--|--|--|--|
| | peers | | | | | responses to events with a view to supporting their understandings of emotional regulation and self-control." (p.31) NQS: Areas 1, 5, 6 |
| | demands adult attention | | | | | |
| Cognitive | builds tower of five to seven objects | | | | | EYLF Outcome 5: Children are effective communicators - Children engage in a range of texts and gain meaning from these texts. E.g. "Take on roles of literacy and numeracy users in their play." (p.41) NQS: Areas 1, 3, 5 |
| | lines up objects in 'train' fashion | | | | | |
| | recognises and identifies common objects and pictures by pointing | | | | | |
| | enjoys playing with sand, water, dough; explores what these materials can do more than making things with them | | | | | |
| | uses symbolic play, e.g. use a block as a car | | | | | |
| | shows knowledge of gender-role stereotypes | | | | | |
| | identifies picture as a boy or girl | | | | | |
| | engages in making believe and pretend play | | | | | |
| | begins to count with numbers | | | | | |
| | recognises similarities and differences | | | | | |
| | imitates rhythms and animal movements | | | | | |
| | becoming aware of space through physical activity | | | | | |
| can follow two or more directions | | | | | | |
| Language | y uses two or three words together, e.g. "go potty now" | | | | | EYLF Outcome 1: Children have a strong sense of identity - Children feel safe secure and supported. E.g. "children initiate interactions and conversations with trusted educators." (p.21) NQS: Areas 1, 3, 5, 6 |
| | 'explosion' of vocabulary and use of correct grammatical forms of language | | | | | |
| | refers to self by name and often says 'mine' | | | | | |
| | asks lots of questions | | | | | |
| | uses pronouns and prepositions, simple sentences and phrases | | | | | |
| | labels own gender | | | | | |
| | copies words and actions | | | | | |
| | makes music, sing and dance | | | | | |
| Likes listening to stories and books | | | | | | |

Further observations/comments:

Seek advice if: is not interested in playing, is falling a lot, finds it hard to use small objects, is not understanding simple instructions, is not using many word, is not joining words in meaningful phrases, is not interested in food, is not interested in others.

EDUCATOR TO COMPLETE



EYLF Milestones – Observation Record

2 - 3 years

| | |
|-------------|-------------------------|
| Child Name: | Date: |
| Educator: | Observation Start Date: |

| Developmental Area | Observe | Some times | Date | Always | Date | Comments |
|--|---|------------|------|--------|------|----------|
| Learning | Is a curious and active participant in the program | | | | | |
| | Uses play to investigate, explore and be creative | | | | | |
| | Persists when a task is difficult | | | | | |
| | Solve problems in new situations | | | | | |
| | Engages in learning relationships | | | | | |
| | Contributes constructively to conversations | | | | | |
| | Transfers knowledge from one setting to another | | | | | |
| | Uses resources available to them to investigate and construct. | | | | | |
| Identity | Has secure attachment to a staff member | | | | | |
| | Uses routines to make smooth transitions | | | | | |
| | Demonstrates a sense of belonging | | | | | |
| | Establishes and maintains respectful relationships | | | | | |
| | Initiates play | | | | | |
| | Joins in with others | | | | | |
| | Takes considered risks | | | | | |
| | Self-regulates their behaviour | | | | | |
| Wellbeing | Expresses a wide range of emotions/empathises with others | | | | | |
| | Demonstrates trust and confidence | | | | | |
| | Celebrates their own and others' achievements | | | | | |
| | Is happy and satisfied | | | | | |
| | Copes with frustration | | | | | |
| | Copes with the unexpected | | | | | |
| | Manages their bodily needs – eating, toileting, nose, clothing, shoes | | | | | |
| | Is connected to others | | | | | |
| | Combines gross and fine motor skills | | | | | |
| Is enthusiastic in physical play, aware of safety of self and others | | | | | | |
| Developmental Area | Observe | Some times | Date | Always | Date | Comments |
| | Communication | | | | | |
| | Can communicate and is easily understood by others | | | | | |
| | Conveys messages with purpose and confidence | | | | | |

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|-----------|--|--|--|--|--|--|
| | Contributes ideas and experiences in play and group times | | | | | |
| | Beginning to understand letter concepts – writing | | | | | |
| | Sing songs, looks at books, listens to stories | | | | | |
| | Can predict regular routines | | | | | |
| | Can sort, categorise, and create simple patterns | | | | | |
| | Listens to friends with interest | | | | | |
| | Does not interrupt conversations | | | | | |
| | Holds conversations with peers | | | | | |
| Community | Cooperates with others in play | | | | | |
| | Recognises they belong to a group and their rights in that group | | | | | |
| | Expresses opinions and participates in reciprocal conversations | | | | | |
| | Is broadening their understanding of the world | | | | | |
| | Contributes to the group's knowledge of the world | | | | | |
| | Responds positively to people with similarities and differences | | | | | |
| | Recognises unfairness and acts with compassion | | | | | |
| | Uses play to investigate and explore new ideas | | | | | |
| Other | Pen grip- pincer/other | | | | | |
| | Handedness L/R | | | | | |
| | Spatial awareness – behind, in front... | | | | | |
| | Knows colours | | | | | |
| | Can count to... | | | | | |
| | Scissor grip | | | | | |
| | Cuts straight line | | | | | |
| | Can write name | | | | | |

Further observations/comments:

EDUCATOR TO COMPLETE