



# 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.

Each child is different and will handle transitioning differently to the next child in the room. Our educators will assess each child on how they will transition you child into the next room and use their discretion on how long each visit will be.

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,

\_\_\_\_\_



# 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)



# 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					

	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					
Communication	Can communicate and is easily understood by others					
	Conveys messages with purpose and confidence					

	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