

Preschool transition practices checklist

Planning for transition to preschool is crucial to ensure every child and family is well supported to experience an inclusive, positive and successful start to preschool.

Use the table below as a quick reference guide to support your transition planning.

Overview

Transitions (Element 6.2.1) under Quality Area 6 of the [National Quality Standard](#) highlight that continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Developing collaborative relationships with families is fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration is equally essential.

Transition to preschool practices	Comments
The preschool has an identified transition to preschool coordinator and an inclusive transition team.	
Key staff have been identified in the school to support preschool transition (where applicable): • preschool educators – Early Childhood Teacher (ECT), School Learning Support Officer (SLSO) Aboriginal Education Officer (AEO) • preschool supervisor/principal • Learning and Support teacher (LaST) • school counsellor • early intervention teacher (SCEI) • school administrative managers (SAMs) and officers (SAOs).	
Key contacts have been identified in the local area such as: • Schools as Community Centres (SaCCs) • Early Childhood Education and Care services (ECEC) • playgroups • cultural organisations • community and government services • early intervention professional.	

Transition to preschool practices	Comments
The preschool is guided by the Leading and operating public preschool guidelines to evaluate and assess current transition practices, inform transition planning and review the preschool's Enrolment and Orientation procedure.	
Transition coordinator collaborates regularly with key staff to plan a range of orientation visits to support children and families orient to the preschool, build relationships with educators and become familiar with the preschool routines and environment.	
Strategies are included in transition planning that identify and connect with priority cohorts and children requiring additional support and individual transition plans.	
The preschool transition team prioritises time to meet with families to discuss their child to develop a shared understanding and support continuity, including identifying children who may need additional transition time.	
A planning and evaluation cycle exists to guide continuous improvement of transition practices. The preschool team identifies transition as a focus/priority and develops a transition goal for the Quality Improvement Plan.	
Transition planning is informed by an understanding of the Early Years Learning Framework (EYLF), National Quality Standard (NQS) and Leading and operating public preschool guidelines to support continuity between home and preschool.	
Feedback and information collected from families is actively used to inform transition planning and orientation visits and is evident in practice, including the culture, language and traditions of all families.	

Transition to preschool practices	Comments
The preschool team (nominated person) prioritises developing the necessary health care plans and sharing with the team.	
The preschool works closely with their learning and support team to identify and respond to children with disabilities, including developing Individual education plans (IEPs) to support a successful start to preschool.	
Transition practices are designed with input and feedback from families and children in response to children's prior knowledge, and there are opportunities to hear children's voices through their questions, interests, stories and concerns.	

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