



## Supporting continuity of learning: Annotated resource list

### Starting school: Effective transitions (Sue Dockett and Bob Perry)

Focuses on effective transition-to-school programs, using a framework created through the *Starting School Research Project*. The research paper gives examples of positive strategies and transition programs, and raises issues around the development of effective transition programs and the need for a collaborative approach with a range of partners.

Dockett, S & Perry, B 2001 'Starting School: Effective transitions', *Early Childhood Research and Practice*, Fall 2001, vol. 3, no. 2. pp. 197–249.

[www.transitiontoschool.com.au/knowledgebase.html](http://www.transitiontoschool.com.au/knowledgebase.html)

### Enhancing the transition to Kindergarten: Linking children, families and schools (Marcia Kraft-Sayre and Robert Pianta)

Describes an approach for supporting children's successful transition to school through the development of a network of social connections including children, their peers, parents, teachers in prior-to-school settings and teachers in the early years of schooling setting. A variety of transition strategies are recommended, which can be adapted to individual contexts. These strategies are based on the principles of fostering relationships as resources; promoting continuity between prior-to-school and school settings; focusing on family strengths; adapting practices to meet individual needs; and forming collaborative partnerships.

Kraft-Sayre, M & Pianta, R 2000, *Enhancing the transition to Kindergarten: Linking children, families and schools*, National Center for Early Development & Learning, University of Virginia, Charlottesville, VA.

[www.transitiontoschool.com.au/knowledgebase.html](http://www.transitiontoschool.com.au/knowledgebase.html)

### Multiple perspectives on continuity in early learning and the transition to school (Sally Peters)

Presents findings of a New Zealand study that explores diverse transition experiences of a range of children with their families and early childhood/primary school teachers. The paper examines multiple perspectives on, and explores the implications for, practice in early childhood and beginning school contexts, identifying common themes and issues. Findings indicate that patterns of social interaction play a significant role in the transition process.

Peters, S 2000, 'Multiple perspectives on continuity in early learning and the transition to school', paper presented at *Complexity, diversity and multiple perspectives in early childhood: 10<sup>th</sup> European Early Childhood Education Research Association Conference*, University of London, London, 29 Aug–1 Sep.

<https://extranet.education.unimelb.edu.au/LED/tec/ftp.shtml>

## **Rethinking the transition to school (Centre for Community Child Health, Royal Children's Hospital Melbourne)**

Summarises early childhood research evidence about transition to school, including strategies that are intended to make transition to school a positive and successful process for children and their families.

Centre for Community Child Health 2008, *Policy Brief no. 11: Rethinking the transition to school: Linking schools and early years services*, Royal Children's Hospital, Melbourne.

Policy briefs series: [www.rch.org.au/ccch/resources\\_and\\_publications/Policy\\_Brief\\_Archives/](http://www.rch.org.au/ccch/resources_and_publications/Policy_Brief_Archives/)

Policy Brief no. 11:

[www.rch.org.au/uploadedFiles/Main/Content/ccch/PB11\\_Transition\\_to\\_school.pdf](http://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB11_Transition_to_school.pdf)

## **Reconceptualising reception: Continuity of learning (Office of Early Childhood and Statewide Services, South Australia)**

Examines transition to school experiences for children and their families as well as pedagogy and learning environments in the first years of school and their relationship to children's experiences. The literature review is organised around five areas: the changing face of early childhood education; views about children as learners and learning environments that promote learning; pedagogy and curriculum in early childhood education; transition to school; and conclusions.

Office of Early Childhood and Statewide Services (South Australia) 2007, *Reconceptualising reception: Continuity of learning* (Early Years Learning and Curriculum Continuity Project), Department of Education and Children's Services, Adelaide.

[www.earlyyears.sa.edu.au/files/links/final\\_lit\\_review.pdf](http://www.earlyyears.sa.edu.au/files/links/final_lit_review.pdf)

## **School readiness and transition to school (National Childcare Accreditation Council)**

Explores the role of service programs in supporting families to make decisions about their child's readiness for school. The fact sheet provides advice about how teachers and families can work collaboratively to support transition-to-school programs, and explores the importance of developing partnerships between prior-to-school settings and schools.

Tansey, S 2008, *School readiness and transition to school* (QIAS Fact sheet #13), National Childcare Accreditation Council Inc., Surry Hills, NSW.

[http://ncac.acecqa.gov.au/educator-resources/factsheets/qias\\_factsheet\\_13\\_school\\_transition.pdf](http://ncac.acecqa.gov.au/educator-resources/factsheets/qias_factsheet_13_school_transition.pdf)

## **Transition: A Positive Start to School (Department of Education and Early Childhood Development, Victoria)**

Explores ways to support children's successful transition into the first year of schooling. The report explains the elements of successful transition programs and strategies for developing strong and effective programs through collaborative partnerships with families and educational services.

Department of Education and Early Childhood Development (Victoria) 2009, *Transition: A Positive Start to School*, Department of Education and Early Childhood Development, Melbourne.

[www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/transitionguide.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/transitionguide.pdf)

# Transition programs for Aboriginal children and Torres Strait Islander children

## Successful transition programs (Sue Dockett, Bob Perry, et al.)

Discusses research identifying sites where successful transition-to-school programs for Aboriginal children and Torres Strait Islander children were operating. The project then analysed the strategies used successfully, trialled these strategies in sites where Aboriginal children and Torres Strait Islander children were experiencing difficulties with transition-to-school, and disseminated the strategies to sites in need. The project also examined ways that links between schools, early childhood services and Aboriginal and Torres Strait Islander communities can be improved to increase the educational success of Aboriginal children and Torres Strait Islander children.

Dockett S, Perry B, Mason T, Simpson T, Howard P, Whitton D, Gilbert S, Pearce S, Sanagavarapu P, Skattebol J, Woodrow C 2008, *Successful transition programs from prior-to-school to school for Aboriginal and Torres Strait Islander Children* (Final report), Ministerial Council on Education, Employment and Youth Affairs, Carlton South, Vic.

[www.curriculum.edu.au/verve/\\_resources/ATSI\\_Successful\\_Transition\\_programs\\_Report\\_Dec\\_2007.pdf](http://www.curriculum.edu.au/verve/_resources/ATSI_Successful_Transition_programs_Report_Dec_2007.pdf)

## Successful transition of Indigenous children into school (Erebus International and Minimbah Consultants)

The findings of this project highlight the importance of focusing on effective transition-to-school programs to support Aboriginal and Torres Strait Islander children, families and communities' engagement in education. It identifies ways to promote positive engagement through relationship building and explores the roles and responsibilities of school personnel in integrating transition programs into the core business of the school. Responding to the learning needs of Aboriginal children and Torres Strait Islander children from a strengths-based perspective is a vital component of successful programs.

Erebus International & Minimbah Consultants 2008, *National study into the successful transition of Indigenous children into school* (Project report RFT 13226), Department of Education, Employment and Workplace Relations, Canberra.

[www.curriculum.edu.au/verve/\\_resources/ATSI\\_Successful\\_Transition\\_programs\\_Report\\_Dec\\_2007.pdf](http://www.curriculum.edu.au/verve/_resources/ATSI_Successful_Transition_programs_Report_Dec_2007.pdf)

## Engaging Indigenous families in preparing children for school (Carrington Shepherd and Roz Walker)

Examines the research and practice on engaging parents and families in early development and developing school readiness. This paper draws on the knowledge, wisdom and practice experience of Aboriginal and Torres Strait Islander peoples and identifies a number of key themes that can act as guiding principles to implement effective programs, services and policies.

Shepherd, C & Walker, R 2008, *Engaging Indigenous families in preparing children for school* (Evidence into Action Topical Paper), Australian Research Alliance for Children and Youth, Perth.

[www.aracy.org.au/publications-resources/](http://www.aracy.org.au/publications-resources/)

# Inclusive transition programs for children with additional needs

## Recommended transition practices for young children and families (Beth Rous)

Considers transitions between and within programs, which play a major part in young children's lives. The study investigates 21 practices identified by administrators, family members and early childhood professionals that support the transition of children from early intervention programs to prior-to-school settings and to school. Each practice is described, with specific implementation examples provided.

Rous, B 2008, *Recommended transition programs for young children and their families* (National Validation Study: Technical Report #3), University of Kentucky, Human Development Institute, National Early Childhood Transition Center, Lexington, KY.

[www.hdi.uky.edu/nectc/Libraries/NECTC\\_Papers\\_and\\_Reports/Technical\\_Report\\_3.sflb.ashx](http://www.hdi.uky.edu/nectc/Libraries/NECTC_Papers_and_Reports/Technical_Report_3.sflb.ashx)

## Opening doors to success (Beth Rous, Carol Schroeder and Sharon Rosenkoetter)

Summarises the five key findings from a review of the child-focused literature related to early childhood transition conducted through the National Early Childhood Transition Center.

Rous B, Schroeder C & Rosenkoetter S, 2009, *Opening doors to success: Summary of findings from the research on child-focused transitions*, University of Kentucky, Human Development Institute, National Early Childhood Transition Center, Lexington, KY.

[www.hdi.uky.edu/nectc/Libraries/NECTC\\_Research\\_Briefs/Summary\\_of\\_Findings\\_from\\_the\\_Research\\_on\\_Child-Focused\\_Transition.sflb.ashx](http://www.hdi.uky.edu/nectc/Libraries/NECTC_Research_Briefs/Summary_of_Findings_from_the_Research_on_Child-Focused_Transition.sflb.ashx)

## KidsMatter Early Childhood eNewsletter (Australian Early Childhood Mental Health Initiative)

Focuses on ways to help children feel safe and secure in prior-to-school settings, articles provide practical advice about supporting children's successful transitions and information about ways to support parents as partners in early years programs. The online newsletter is part of the KidsMatter Australian Early Childhood Mental Health Initiative.

[www.kidsmatter.edu.au/ec/resources/enewsletter/](http://www.kidsmatter.edu.au/ec/resources/enewsletter/) View the latest edition online or download pdfs of any edition.