

Transition to school for children with disability or developmental delay:

Reflection Questions

Supporting resource for Webinar 5: Transition to school for children with disability or additional needs.



As children make major transitions to new settings (including to school) educators from early childhood settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning...

Continuity in the transition to school can be supported through discussions, access to familiar materials and routines, and timetables that facilitate greeting and departure rituals. Some families and children will need more support when they transition into an early childhood setting or school. Educators work collaboratively with each child's new educator, teachers in schools and other professionals to ensure a successful transition.

Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, p. 24

Transition to school for children with disability or developmental delay

Evidence suggests that children with disability or developmental delay who have a positive start to school will likely engage well and experience ongoing academic and social success. It can be easy to think that preparing for the transition to school is about 'getting the child ready for school'. School readiness is not just about 'getting the child ready'. It is much more important to ensure that the adults in the child's life are prepared to support the child's transition. Research shows that the most critical aspect of the successful transition process is collaborative relationships, communication and information exchange between all parties- the family, the early childhood education and care service, any early intervention service providers, and the receiving school. The importance of sharing information to support continuity of learning and transitions for each child is highlighted in **National Quality Standard 6.2.1**.

Questions to guide critical reflection

After the webinar, you may have questions about how the content could apply to your practice. Write these down so you can reflect on them and seek input from families and colleagues.

The following questions and prompts may also help guide your personal and team reflection on the practices that may either support or act as barriers to a successful transition to school for children within your care who have disability or developmental delay.

1. Reflect on your service's transition to school activities by considering:	Reflections	Actions
<p>Who are you 'preparing' for the transition (children, families, educators, receiving school teachers, other professionals), and why have you focused on this group or groups?</p> <p>Are any groups excluded by your current practices or focus? If so, how can you change your practice to create inclusive practices and strategies responsive to the needs of these groups?</p>		
2. Think about those children with disability or developmental delay who transitioned from your service to school within the last year...	Reflections	Actions
<p>What did you do to share information with families about the transition to school process? Do you need more information or updated information? If so, where will you get this?</p>		

2. Think about those children with disability or developmental delay who transitioned from your service to school within the last year...	Reflections	Actions
<p>How 'well prepared' were the children and their families when they transitioned to school?</p> <p>How do you know whether the transition was successful or not, or how could you find out?</p> <p>What processes or system can you use to ensure that children and families are well prepared when they transition to school?</p>		
<p>What did you do to ensure the teachers and other staff at the receiving school(s) were prepared and ready for the children?</p> <p>Do you know whether the information you shared with them supported continuity for the child/ren? If not, how can you find out?</p> <p>What processes or system can you use to ensure that school teachers are well prepared when children with disability/delay transition from your service to school?</p>		

2. Think about those children with disability or developmental delay who transitioned from your service to school within the last year...	Reflections	Actions
<p>Who benefited from your transition to school activities/processes within the last year? What did they mean for the children, their families, your team and the receiving school teachers?</p> <p>What strategies were implemented to support the transition of children with disability/delay to school?</p> <p>Were these strategies effective? How do you know?</p> <p>Was transition to school included in the child's ILP? Why or why not?</p>		

3. What is one change you could make to improve transition to school processes for children with disability/delay and their families this year?	Action
<p>For example:</p> <p>Can you create a timeline of transition to school activities to support your team, programming and families?</p> <p>Is there anyone/school/agency you need to build a new relationship with?</p> <p>Will you host family information sessions?</p> <p>Will you include specific transition to school goals in a child's ILP?</p>	

Notes