# Strong and successful start to school – tailored transition support

## The evidence base highlights the importance of tailoring transition practices for identified equity groups. An understanding of the child’s existing skills and knowledge enables schools to provide a differentiated approach.

## Strategies for children and families from culturally diverse backgrounds

* Processes, relationships and collaboration are in place to identify and connect with children and families from diverse cultural, linguistic and religious backgrounds, including early collaboration with early childhood services.
* [English as an additional language or dialect learners (EAL/D) School Evaluation Framework](https://schoolsequella.det.nsw.edu.au/file/b67b91ba-b7bc-486f-a535-5533c7152572/1/EALD-School-Evaluation-Framework.pdf)
	+ [Engaging communities](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/engaging-communities)
* Consult with local community organisations and incorporate feedback into planning.
* Liaise with relevant staff members including EAL/D specialists, Community Liaison Officers, SLSOs bilingual and others within the school to identify targeted students who require additional transition support.
	+ [EAL/D education](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect)
* School, classrooms and curriculum are culturally inclusive and reflect the diversity of the school and wider community.
* [Cultural inclusion](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/cultural-inclusion)
* [Henry Parkes Equity Resource Centre](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/henry-parkes-equity-resource-centre)
* [Building belonging](https://humanrights.gov.au/our-work/education/building-belonging-toolkit-early-childhood-educators-cultural-diversity-and)
* Staff access onsite, online and telephone interpreters and know where to find translated documents on the Department of Education website, including translated enrolment forms.
* [Interpreting and translations](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/interpreting-and-translations)

### Reflective questions

* Do we connect with local early childhood services to get to know the children and families?
* Do we engage in community consultation to guide our interactions?
* Is the school culturally inclusive? Are the learning environments and resources welcoming and reflective of Australia’s diverse society?

## Strategies

* Connect with the children, family and community. Collaborate with local early childhood, early intervention services, and other agencies and health professionals, supported playgroups
	+ [Australian Early Development Census](https://education.nsw.gov.au/student-wellbeing/whole-school-approach/australian-early-development-census)
	+ [Opening the school gate](https://aus.oltinternational.net/browse-resource/opening-the-school-gate?dyn=true)
* Refer to the Calendar for cultural diversity when planning transition and other key events to avoid overlapping with important cultural and religious dates.
	+ [Calendar for cultural diversity](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/calendar-for-cultural-diversity)
* Meet to share knowledge about the child, identify strengths, language and needs and plan strategies and adjustments, including home language practices and fluency.
* Get to know the child and family both informally and formally (playgroup, BBQs/morning tea, enrolment interviews and information sessions). While CLO or SLSO Bilingual staff can provide language support at informal events it is best practice to book qualified interpreters for enrolment interviews and other meetings.
	+ [Interpreting and translations](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/interpreting-and-translations/translations)
* Value and support is given to family and community involvement and flexibility is evident in family-school relationships.
	+ [Family - School Partnerships Framework](http://www.familyschool.org.au/files/9413/7955/4757/framework.pdf)

### Reflective questions

* Do we have inclusive plans in place to welcome families?
* Have we explored avenues to best meet the needs of information gathering and sharing?

## Strategies

* Information included on the Transition to school statement will also inform and offer successful strategies that can be transferred between settings.
	+ [Department of Education - Transition to school statement](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/transition-to-school)
* Develop a personalised transition support plan where appropriate, as the beginning step in a personalised learning plan, in consultation with the child, family and early childhood service.
	+ [Planning EAL/D support](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support)

### Reflective questions

* Do we use consultative processes to plan appropriately for children and families?