## Strong and successful start to school

### Tailored transition support strategies for multicultural children, families and communities

#### Strategies

* Processes, relationships and collaboration are in place to identify and connect with multicultural children and families, including early collaboration with early childhood services.
	+ [Building belonging - a toolkit for early childhood](https://humanrights.gov.au/our-work/education/building-belonging-toolkit-early-childhood-educators-cultural-diversity-and) on cultural diversity and responding to prejudice
* Consultation with the local community organisation and feedback incorporated into planning.
* Identify who may need additional support to make a successful transition.
	+ [NSW Department of Education Multicultural plan 2019-2022](https://policies.education.nsw.gov.au/policy-library/policies/multicultural-education-policy)
* School and staff are culturally responsive, including joint professional learning and visits with local community networks.
	+ [Multicultural Education: Professional learning and resources](education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/anti-racism-education/professional-learning-and-resources)

##### 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?
* Are staff equipped with cultural responsiveness?

#### Strategies

* Connect with the children, family and community. Collaborate with local early childhood, early intervention services, and other agencies and health professionals, supported playgroups.
	+ [Department of Education - Engaging communities](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/engaging-communities%22%20%5Cl%20%22%3A~%3Atext%3DResearch%20shows%20that%20students%20achieve%2Cshare%20responsibility%20for%20student%20learning.)
	+ [Australian Early Development Census](https://education.nsw.gov.au/student-wellbeing/whole-school-approach/australian-early-development-census)
* Ensure the transition process promotes cultural inclusion with the calendar for cultural diversity available as a reference point.
	+ [Department of Education - Cultural inclusion](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/cultural-inclusion)
	+ [Department of Education - Calendar for cultural diversity](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/calendar-for-cultural-diversity)
	+ [Department of Education - English as an additional language or dialect education](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect)
	+ [Department of Education - Interpreting and translations](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/interpreting-and-translations)
* Meet to share knowledge about the child, identify strengths, language and needs and plan strategies and adjustments.
	+ [Department of Education - Culture and diversity](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity)
	+ [Department of Education - Diversity and inclusion strategy 2018 - 2022](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan/corporate-plans-and-strategies/diversity-and-inclusion-strategy-2018-2022)
* Get to know the child and the family both informally and formally (playgroup, BBQs/morning tea, and culturally sensitive informative sessions).
* Value and support is given to family and community involvement and flexibility is evident in family-school relationships.

##### 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.

##### Reflective questions

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