



# Transition to school age care

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## Background

- Research project funded by the Australian Government Department of Education 2013-2014
- A 9 member research team lead by Professors Bob Perry and Sue Dockett
- Development of documentation to support continuity of learning through effective transition to school and school age care (SAC)
- National study – survey of transition practices in 46 sites and then visits to 30 sites
- 357 participants: Educators, families, children, community members
- Interviews, photographs and documents detailing effective transition practices



## Overview of results: Transition to SAC



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- Transition to school receives much attention but transition to school age care has less emphasis
- It is often considered by parents, not so much by educators
- Prior-to-school and school educators sometimes have little contact with or knowledge of children's school age care settings, particularly when they are not co-located
- School age care is sometimes considered in transition to school programs but mostly this is in the form of information for families, not so much for children
- 'Transition' was often regarded as the movement between settings during the day (e.g. how children get to after school care), rather than when children initially start SAC
- Communication, relationships and leadership are all important
- Communication between school and SAC educators is a particular challenge





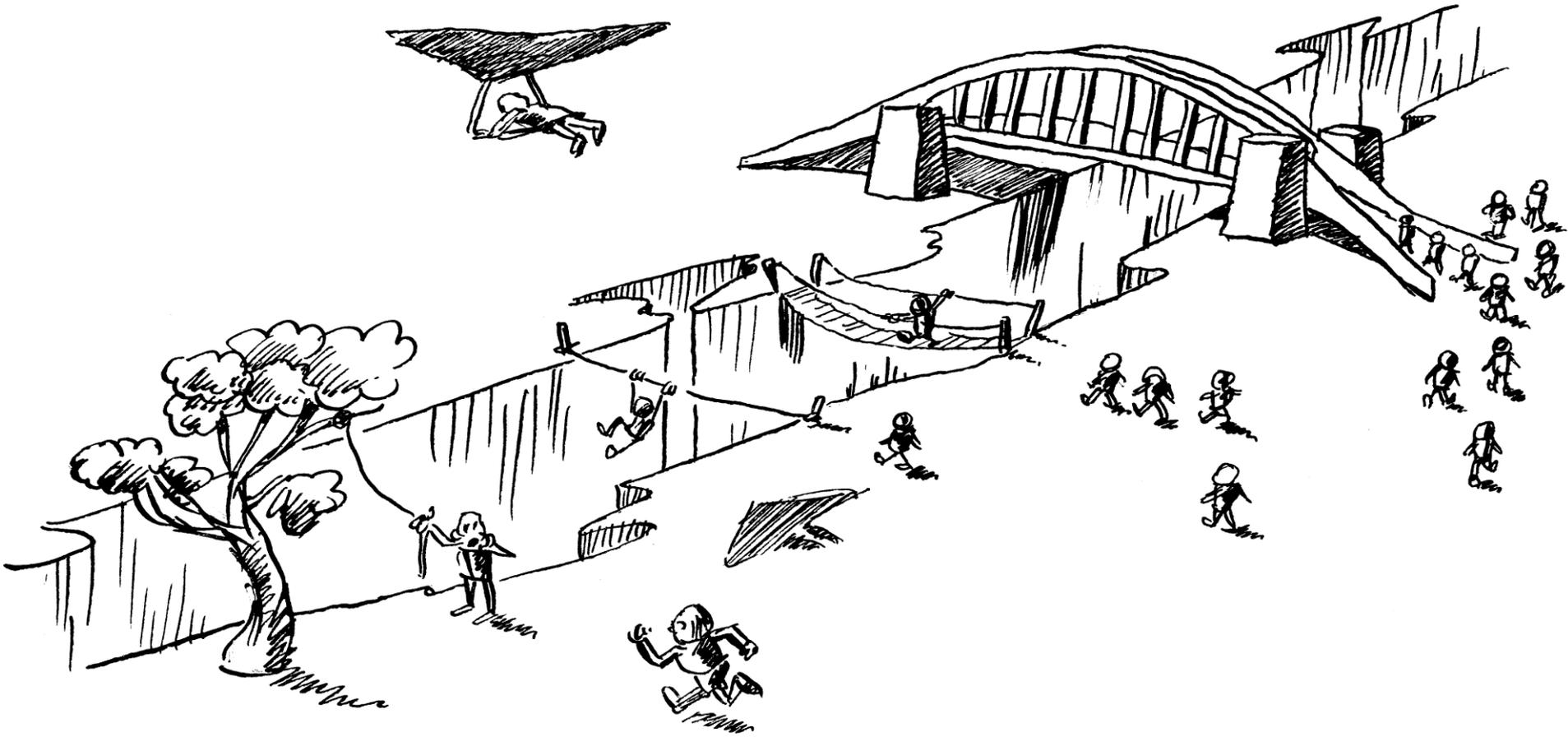
## Effective transition practices

My Time, Our Place: Framework for School Age Care Principle	Secure, respectful and reciprocal relationships	Partnerships	High expectations and equity	Respect for diversity	Ongoing learning and reflective practice
<b>Examples of effective transition practice</b>	<ul style="list-style-type: none"><li>•Visits to the school aged care service before children start attending</li><li>•Information package for families</li><li>•Buddy program</li><li>•Advisory committee</li><li>•Communication strategy</li></ul>	<ul style="list-style-type: none"><li>•Communication between the parent, teachers at school and school aged care educators</li><li>•Establishing a climate of trust</li></ul>	<ul style="list-style-type: none"><li>•Recognising different contexts and the links between them.</li></ul>	<ul style="list-style-type: none"><li>•Inclusive after school care programs</li><li>•Opportunities for interaction between children of diverse ages and abilities.</li></ul>	<ul style="list-style-type: none"><li>•Professional development provision for educators.</li><li>•Flexible and responsive programs</li><li>•Providing options within after school care programs.</li></ul>

## Narratives of transition to school age care

- Child
- Educator
- Parent





# TRANSITION TO SCHOOL

Position Statement

# Understanding effective transition practices through the *Transition to school: Position Statement*



Transition to school: Position Statement Pillar	Opportunities	Aspirations	Expectations	Entitlements
<p><b>Examples from effective transition to school age care practices</b></p>	<ul style="list-style-type: none"> <li>•Promoting visits before children attend the service provides <i>opportunities</i> for children and families to become familiar with the environment, staff and other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s <i>aspirations</i> about starting school age care involve being with their friends.</li> <li>• The SAC Manager has an <i>aspiration</i> to have strong, positive community connections.</li> </ul>	<ul style="list-style-type: none"> <li>•A communication strategy sets out clear <i>expectations</i> for staff about sharing information</li> <li>• Educators <i>expect</i> to access opportunities for ongoing learning in order to provide appropriate care and environments.</li> <li>•Parents <i>expect</i> to communicate with SAC educators and know what has happened during the day</li> </ul>	<ul style="list-style-type: none"> <li>•School aged care educators, as well as parents, are <i>entitled</i> to know about the events of the day and how these may have been experienced by children.</li> <li>•Children are entitled to <i>continuity</i> – the events of the day should be shared in SAC</li> </ul>



## Understanding effective transition practices through the *Transition to school: Position Statement*



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Q: What other links would you make between transition to school age care practices and ***opportunities, aspirations, expectations and entitlements?***



**Thank-you.**

Contact details for the research team:

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*Transition to school: Position Statement is available online.*

