The Transition Plan Project

Department of Education and Early Childhood Development
Background

• The establishment of DEECD brings together the full range of services that support children from birth to 18 years including health, learning and development along with responsibilities for school education.

• This represents a significant opportunity to develop an integrated early childhood service system with a seamless connection to schools.
Background

The Victorian Government is developing a *Blueprint for Early Childhood Development and School Reform.*

A key focus proposed in the *Blueprint Discussion Paper* is to develop a high quality, coordinated service system with children aged 0-8 years of age at its centre. The initial phase of this work will focus on:

- partnerships with parents and communities
- system development and reform
- workforce reform

22 April 2008
Early Years Learning & Development Framework

• In early 2008 the Victorian Government approved funding for the development of a birth through to eight years of age framework describing common goals in a child’s development and transition plans for children as they move from kindergarten into their first year of school.

• This work to develop a birth to eight Early Years Learning and Development Framework (The Framework) will give parents and all professionals working with children in this age group a common language and shared expectations of children’s development.

• Victoria is the lead jurisdiction for the development of a National Early Years Learning Framework (birth to school entry).
The Transition Plan Project

• In February 2008, the Premier committed $4.1 million to introduce transition plans to support children transitioning from kindergarten to primary school.

• The transition plans will provide a profile of a child against commonly agreed developmental outcomes that will be articulated in The Framework.

• Transition planning/programs between early childhood education and care services and schools will improve children’s early school experiences by:
  – providing parents and teachers with information about a child’s strengths and developmental needs
  – assisting schools to respond to the individual learning needs of all children

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What will Transition Plans/Statements look like?

• Information
  – shared between parent, child and the child’s early childhood and school teaching staff – information that is based on mutual trust and respect
  – about a child’s developmental progress, their interests, their individual needs and achievements

• Based on
  – a common understanding of the learning and developmental pathways of children in their early childhood years
  – broad principles/guidelines that underpin effective transition
Next Steps

- Literature Review – including a consideration of Victorian early years services and school transition programs against national and international best practice
  
  Documentation of current transition models - this will include Best Start sites with transition programs

- Communication and engagement strategy
  - consultation and advice
  - Advisory Group to be established
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