14. Glossary

- **Aboriginal**: used in this kit represents people from all Indigenous Australian groups (Aboriginal and Torres Strait Islanders). See also Koorie.
- **Assessment**: is a way to understand each child better, reflect on one’s present practice and the Transition Learning and Development Statement for that child and for the group as a whole.
- **Childcare services**: services primarily for children aged 0–5 years. They generally open at least eight hours a day, five days a week, excluding public holidays.
- **Council of Australian Governments (COAG)**: COAG is the peak intergovernmental forum in Australia, comprising the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association (ALGA). The role of COAG is to initiate, develop and monitor the implementation of policy reforms that are of national significance and which require cooperative action by Australian governments.
- **Community-centred approaches**: approaches to an issue or problem that meet a particular community’s specific needs. For example, two schools within the same suburb or region may approach children’s transition to school very differently, each reflecting the particular needs of children in its community.
- **Cultural and Linguistic Diversity (CALD)**: children and families with diverse cultural backgrounds who may speak languages other than English (often used in Australia to refer to groups of people whose culture and/or language is other than the dominant ‘Anglo’ culture and/or English language).
- **Day care**: means centre-based childcare services.
- **Early childhood**: the period between birth and eight years of age.
- **Early childhood educators**: early childhood practitioners who work directly with children in early childhood services, including unqualified, certificate qualified, diploma qualified and degree qualified (teacher) educators working across all forms of early childhood services.
- **Early Childhood Intervention Services (ECIS)**: services that provide support to children with a disability or developmental delay and to their families, from birth to school entry. Such services include special education, therapy, counselling, service planning and coordination, assistance and support to prior to schooling settings, such as kindergartens and child care services.
- **Early childhood services**: care and education services for children and their families, including childcare, long day care, family day care services, Outside School Hours Care (OSHC) and kindergartens.
- **Educators**: people who work with children between birth to age eight in a service of care and/or education, such as an early childhood service or the early years of compulsory schooling.
• **Kindergarten**: A government-funded educational service provided for children in the year preceding school enrolment. Some kindergartens offer full-day programs; others operate on a sessional basis.

• **Koorie**: refers to specific groups of Australian Aboriginals.

• **Local Aboriginal Education Consultative Group**: there are 31 LAECGs across Victoria that can support partnerships between Aboriginal families and educational settings.

• **Orientation to the school**: a process/program in which a school presents itself, its operations and its characteristics to families and their children who will be starting at the school. It can include touring the school, receiving copies of school policies, meeting school staff (especially the principal and the early childhood educators) and participating in school activities.

• **Outside School Hours Care (OSHC)**: care of school-aged children before and/or after the school day. In Australia, a school usually provide out of school hours care on its premises.

• **Policy/ies**: planned actions and procedures of governments, education services and other organisations and institutions.

• **Practice**: a way of doing things and carrying out ideas and action plans.

• **Prep year**: the first year of their compulsory years of formal schooling; children in this first year can be between four-and-a-half and six years of age.

• **Promising practices**: strategies, programs, approaches or techniques designed to support positive transition to school for children, families, educators and communities that are typically based on educator-focused wisdom and research, but which are often not yet empirically ‘validated’ through systematic research and evaluation.

• **Readiness**: state of being prepared for an imminent particular task or event.

• **Schooling (compulsory)**: the age at which children can start and complete school. In Victoria, all children between six and sixteen years of age must attend school.