

Child-Centred Transitions

Moving on Successfully

(Early Learning & Childcare)

To support:

- **intentional planning** of the transition programme in response to coronavirus
- maintaining **principles of good transitions** throughout the months of further adaptations and **growing familiarity for the child, family & setting**
- application of **evidence-informed approaches** within ELCC settings



- **Emotionally-attuned communication** is critical in establishing and re-establishing **strong and trusted relationships** with children and caregivers.

- Being mindful that **behaviour is communication** enables responsiveness from interpreting these messages from children.
- **Responsiveness** may be required for adults and children ranging in their presentation from highly anxious to dismissive of coronavirus adaptations.
- Careful thought needs given to **child-centred ways to communicate new factual information**, taking into account their stage of language understanding.
- Think creatively about how **communication with caregivers** can happen regularly and safely.

Child-centred

Transition is an adjustment over time to a new context, people & routines. Regular changes to the adaptations due to coronavirus are likely. Transitions are a natural part of human development, providing opportunities for personal growth and challenge as individuals adapt. Thinking about the ELCC population as a whole and the individual learners in tandem is required. Listening and observing the children will enable daily planning to be led by their needs. Monitoring the wellbeing of children will be required. Investing in staff wellbeing will ensure that high quality provision, responsiveness to changing needs and sustaining the effectiveness of child-centred transitions.



- Developing new rituals & undoing old ones will take **practise** for everyone.
- Expectations of the **pace** at which everyone responds to the changes needs to be reasonable.
- Using visuals, agreed scripts etc. to ensure

consistent communication across the staff team for explicit teaching of new routines and understanding.

- There may be an **experience of loss** of favoured activities, rituals or people requiring emotional and practical adjustment for adults and children. **Provide reassurance** through aspects of the ELCC that can be consistent. Build as much **predictability** as possible.
- If possible, enable children to bring an object from home or their caregiver to **assist their emotional safety**. Where restrictions do not enable this, identify favoured objects in the ELCC to be available for children.
- **Focus on resilience**, coping & strengths to facilitate individuals to draw on their own resources alongside **fostering connection & belonging**.

- Each ELCC and community has its own **unique characteristics**, and will therefore need to develop their **own plans to support the process of transition**.

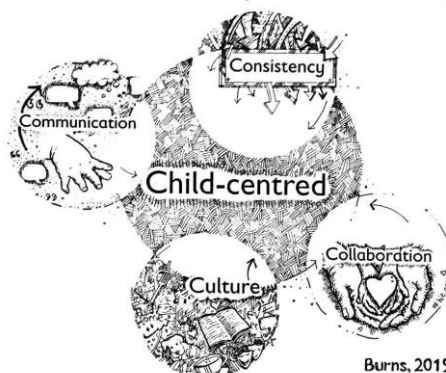


- Children and caregivers will need time to develop **their familiarity with the (new) culture** of the ELCC.
- There may need to be new ways found to

ensure children & families can have their own cultural traditions and rights respected.

- Ways to express and **assist understanding of the ELCC culture** is needed for children with prior and no prior attendance at the ELCC.

The five 'C's that contribute to a positive transition



- We must remember that **children are highly attuned to the emotions of adults**.
- Maximise parental involvement & **partnerships** in ways that are possible within the restrictions.
- **Planning and responses for individual families** will be informed by already established **relationships** or through investing in establishing them.
- Identifying early when a concern or problem has arisen and encouraging **open, honest and joint solutions** is critical.
- Build awareness of current vulnerabilities & **identify additional support needs** that may require wider collaboration.

