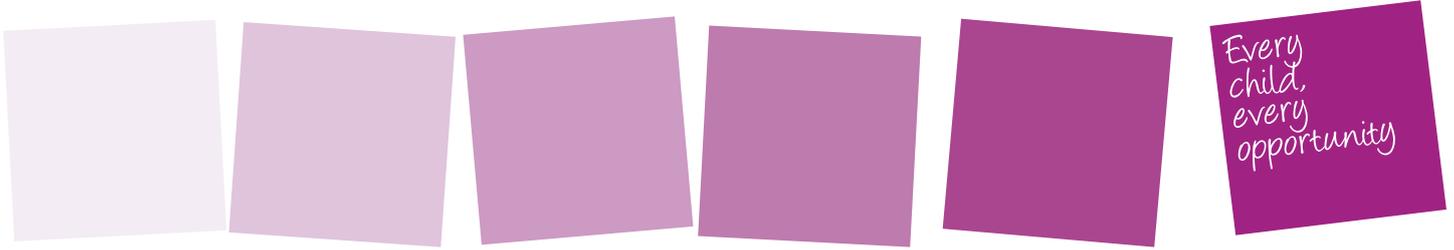


# Transition: A Positive Start to School

## Promising Practice #10



## Community – level transition timetable

### What are community-level transition timetables?

Community-level transition timetables refer to a schedule of activities and events to support children, families and educators in transition to school processes and programs.

The timetable may provide a schedule for a range of activities, including network meetings, professional development, reciprocal visits and celebrations.

### How can these be put into practice?

This is a simple, straight-forward organisational task. It requires good communication between those involved in transition planning and should be linked to the goals that local transition networks identify.

Transition timetables are commonly constructed by local network groups, or small communities (Please refer to Transition: A Positive Start to School – Promising Practice #5 for more information about transition networks).

Reviewing the Victorian school calendar can be a good place to start when developing local transition timetable. Important dates for government school terms are available from [www.education.vic.gov.au/about/keydates/termdates.htm](http://www.education.vic.gov.au/about/keydates/termdates.htm); for catholic schools from [web.ceomelb.catholic.edu.au](http://web.ceomelb.catholic.edu.au) and **independent schools**. It is worthwhile contacting the local schools involved in the network as there may be some variation from school to school.

The following ideas may also be useful when developing timetables:

- developing a shared calendar, or use an electronic calendar freely available on the internet that all members can access or have copies they can easily update.
- using the Victorian transition approach timeline to help focus the types of events at different times of the year. For example, schedule transition activities with families across the network throughout Terms 3 and 4, or have reciprocal visits for children to go back to an early childhood setting in Term 1, etc.
- setting aside future dates for professional development so that members can arrange backfill and workloads around these events. This also allows time to approach speakers or invited guests.
- some networks use a single day in their calendar as a network-wide transition to school day, so all early childhood settings and schools know that children and families will be visiting their respective new school on those days.
- thinking about when you want to notify children and families of transition events so they have time to plan their own diaries.
- considering dates for evaluating the transition programs including time to analyse and feedback results to inform the next round of planning.
- building in time to celebrate achievements and to continue the relationship building that happens naturally in informal gatherings.
- being aware of what else is happening locally to avoid repetition or competing events for targeted audiences.

At a wider community level, publishing dates in newsletters or the local paper for coordinated, local transition programs and activities encourages involvement of families and other community members (e.g. businesses and other agencies) in supporting children's continuity of learning and development.

