# Strong and successful start to school – tailored transition support

The evidence base highlights the importance of tailoring transition practices for identified equity groups. An understanding of the child’s existing skills and knowledge enables schools to provide a differentiated approach.

## Strategies for Aboriginal children, families and communities

* The school consults with the local Aboriginal community, organisations and Aboriginal Education Consultative Group (AECG). Feedback, additional supports and connections with the community are incorporated to ensure a successful transition.
	+ [Aboriginal Education Consultative Group](https://aecg.nsw.edu.au/)
	+ [Aboriginal Education Consultative Group and Department of Education - Partnership Agreement Walking Together, Working Together 2020-2030](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/partnershipagreement.pdf)
* School and staff are culturally responsive and involved in joint professional learning and visits with local community networks. The school has Aboriginal people and materials, programs and support in place. Aboriginal people are integral participant in the transition team.
	+ [SNAICC: The journey to big school](https://snaicc.org.au/sector-development/training-programs/early-childhood-education/journey-big-school/)
	+ [Indigenous early childhood education, school readiness and transition programs into primary school](https://research.acer.edu.au/littlejbigcuz/1/)
	+ [Supporting transition to school for Aboriginal and Torres Strait Islander Children](https://snaicc.org.au/product/supporting-transition-to-school-for-aboriginal-and-torres-strait-islander-children-what-it-means-and-what-works/)
	+ [Department of Education - Aboriginal Education strategy and policy](https://education.nsw.gov.au/teaching-and-learning/aec/policy-strategy-and-business-systems)
	+ [Aboriginal language culture nests guidelines](https://education.nsw.gov.au/teaching-and-learning/aec/language-culture-and-communities)
	+ [AECG - connecting to Country](https://aecg.nsw.edu.au/policies-and-programs/connecting-to-country/)

### Reflective questions

* Have we referred to the [Walking Together, Working Together](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/partnershipagreement.pdf) partnership agreement?
* Do we engage in culturally responsive professional learning, as a whole school and in teams?
* Are the school’s resources and supports responsive to Aboriginal culture?

## Strategies

* Processes are in place to identify and connect with Aboriginal children and families
* Get to know the child and the family both informally and formally (playgroup, BBQs as well as culturally sensitive informative sessions). Value and support are given to family and community involvement, flexibility is evident in family-school relationships.
	+ [Transition to school: A strengths based approach for Aboriginal and Torres Strait Islander children](https://research.acer.edu.au/indigenous_education/27/)
* Connect with the children, family and community. Collaborate with local early childhood, early intervention services, and other agencies and health professionals, including the local Aboriginal Medical Services.
* Meet to share knowledge about the child; identify strengths, skills and knowledge, country and mob, connections. Consider practices within transition that support quality teaching. Consider language and dialect.
	+ [Capability Framework - teaching Aboriginal and Torres Strait Islander EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/literacy-overview/supporting-atsi-students)
	+ [Department of Education - Introduction to Aboriginal languages](https://education.nsw.gov.au/public-schools/education-week/an-introduction-to-aboriginal-languages)
	+ [Department of Education - Language, culture and communities](https://education.nsw.gov.au/teaching-and-learning/aec/language-culture-and-communities)
	+ [NSW Centre for effective reading](https://cer.schools.nsw.gov.au/intervention/teacher-resources.html)

### Reflective questions

* Does our school respond to the local community needs (time of events, duration)?
* Have we invited the wider community to be involved in school events?

## Strategies

* Personalised transition support plans are developed and aligned with the personalised learning pathways (PLP) guidelines, in consultation with the child, family and early childhood early childhood service. High expectations are set for Aboriginal children and focus is on children’s strengths and knowledge.
	+ [Aboriginal language programs in Public Schools NSW](https://education.nsw.gov.au/teaching-and-learning/aec/language-culture-and-communities/aboriginal-language-programs-in-public-schools-nsw)
	+ [Personalised Learning Pathways Guidelines](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools)
	+ [Stronger smarter institute](https://strongersmarter.com.au/)
	+ [Aboriginal and Torres Strait Islander Education Strategy 2015](https://education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy)
* Access the [Australian Early Development Census (AEDC)](https://aedc.gov.au/data) to provide a common ground to work together with the community. The AEDC results provide a snapshot of how children are developing. Your community will be able to provide better support for local children and their families.
* The eight themes presented in the [CESE What works best (2020 update)](https://cese.nsw.gov.au/publications-filter/what-works-best-2020-update) provides solid guidance for exemplary transition practices including high expectations, wellbeing, collaboration and effective feedback.
* Information included on the Transition to school statement will also inform and offer successful strategies that can be transferred between settings.
	+ [Department of Education - Transition to school statement](https://education.nsw.gov.au/early-childhood-education/information-for-parents-and-carers/transition-to-school)

### Reflective questions

* Are we accessing data and evidence based practices?
* How do they inform our practice?