Government of Western Australia
School Curriculum and Standards Authority

PRACTICE

Continuity of learning and transitions

Children hold individual, family and community ways of *being, belonging and becoming*, often described as their funds of knowledge. When educators recognise and build on these ideas and experiences, children are more likely to feel secure, confident and connected as they engage with new learning and environments.

Continuity of learning occurs when children have familiar ways of being, doing and learning across the people, environments and experiences that make up their day. Educators support continuity by building on children's funds of knowledge, interests and prior learning, as well as integrating learning to enable them to revisit, apply and extend ideas in meaningful contexts.

Continuity for children is further strengthened through shared and responsive pedagogical approaches, providing familiar relationships, expectations and teaching practices across learning environments. Through collaboration and the sharing of information about children's strengths, needs, interests and progress, educators support a strong sense of belonging, sustained engagement in learning and smooth transitions.

Transitions offer opportunities and challenges for children and occur within and between home and school, daily routines, learning experiences, environments and year levels. It is important for educators to reflect on both the frequency and nature of transitions children experience, including not only physically between spaces, but also cognitively between different ways of thinking, learning and interacting. Thoughtful planning of transitions promotes continuity of learning, minimises unnecessary interruptions and strengthens children's sense of agency by providing opportunities to exercise choice and ownership throughout the school day.

Partnerships with families and other professionals also play an important role in supporting continuity during times of transition. Through respectful relationships and reciprocal sharing of information, educators help children prepare for and respond to change while strengthening their sense of identity across home, school and community contexts.

Reflective Question 1

How do you gather and intentionally use information about each child's funds of knowledge, strengths and experiences to support continuity of learning, meaningful transitions and children's sense of belonging?

Reflective Question 2

How do you intentionally provide continuity for each child throughout the teaching and learning program to maximise engagement and wellbeing?

Reflective Question 3

How do you collaborate with families, educators and other stakeholders to support continuity in children's learning and wellbeing across learning areas, environments and transitions?

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