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| **Topic: Supporting transitions within the early childhood setting** | | | |
| Both *Aistear* and *Síolta* highlight the importance of supportive and positive transitions in early childhood. The transition can happen from one room to another in a setting, or from one activity to another during the course of a day. Good relationships are key in ensuring all transitions happen as positively as possible.  This short CPD session will help you to consider your practice in supporting transitions within your setting. | | | |
| ***Key connections***   * *Aistear’s* theme of [Well-being](https://www.aistearsiolta.ie/en/curriculum-foundations/aistear-and-siolta-documents/well-being.pdf) * *Síolta’s* Standard of [Transitions](https://www.aistearsiolta.ie/en/curriculum-foundations/aistear-and-siolta-documents/13-transitions.pdf) | | **Good relationships are key in ensuring all transitions happen as positively as possible.** | |
|  | | | Checkmark |
| Document | Supporting Transitions is one of the pillars of the *Aistear Síolta* Practice Guide. [This document](https://www.aistearsiolta.ie/en/transitions/overview/supporting-transitions.pdf) gives an overview of supporting and managing transitions that are positive and consistent for children within their early childhood setting. | |  |
| Eye | Changes like moving to a new room, are important and should be planned for carefully and implemented gradually. In this [two-minute video](https://www.aistearsiolta.ie/en/transitions/examples-and-ideas-for-practice/supporting-the-transition-from-room-to-room-within-a-setting-birth-3-years-.html), we hear from one early years educator on his approach to supporting children to transition from one room to another within his early childhood setting. | |  |
| Document | The role of the Key Person is important is planning for and supporting these transitions. [Learn more about this role here.](https://www.aistearsiolta.ie/en/transitions/resources-for-sharing/using-a-key-person-approach.pdf) | |  |
| Document | Children experience many transitions throughout the day including nappy changing, going outside and mealtimes[. This document](https://www.aistearsiolta.ie/en/transitions/resources-for-sharing/supporting-quality-interactions-during-care-giving-routines-birth-3-years-_.pdf) will help you to consider your interactions with children during these times of transition. | |  |
| **Pencil outline** | [Elements 2 and 3 of the Transitions Self Evaluation Tool](https://www.aistearsiolta.ie/en/transitions/self-evaluation-tools-/self-evaluation-tool-transitions.pdf#page=9) may help you to reflect on your current practice in supporting transitions within your everyday practice. | |  |

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|  | **My key reflections having viewed/read the above materials**  **Prompts for Reflection**: What is working well for you in this area? What are the challenges you have experienced in this area? What will you do differently in the future? |
| Key |  |
|  | **An action I can take . . .**  **Prompts for Reflection**: Outline the changes you plan to make to your practice. How will these changes impact positively on children’s learning and development? Think about the resources and supports you will need. What aspects of this work would you like to prioritise and focus on in the coming weeks? |
| Lightbulb and pencil | Link to the Practice Guide’s [Aistear Síolta Action Planning Template](http://aistearsiolta.ie/en/Introduction/Action-planning-tool-for-Siolta-and-Aistear/Action-planning-tool-for-Siolta-and-Aistear.pdf) |
| All of the above resources and many more are available on the *Aistear Síolta Practice Guide* website at [www.aistearsiolta.ie](http://www.aistearsiolta.ie)  Thank you for visiting and using the Practice Guide. | |
| Additional Support Materials | |
| Cycle with people with solid fill | You might be interested in these additional support materials from National *Síolta* *Aistear* Initiative Partners. |