



**ACT**  
Government

Education

**PRESCHOOL  
PATHWAYS**

# Supporting your child in their transition to preschool





# Acknowledgment of Country

The Education Directorate acknowledges the Ngunnawal people as the traditional custodians of the lands on which our schools and offices are located. We recognise other people or families with connection to the lands of the ACT and region.

To be able to educate children and young people from all across the world on these lands is a privilege.

We deeply respect their continuing cultures and the unique contributions they make to the life of these regions, lands and waters.

# PRESCHOOL PATHWAYS



# Session outcomes

Build parent/carer confidence to support a smooth transition to preschool, as we take you on the preschool pathways journey



Empower parents/carers to be active partners in their child's learning as their first teacher/s



**BEFORE WE  
START  
PRESCHOOL**



# **Transition is all about change**

What changes have occurred  
in children's lives so far?





**BEFORE WE  
START  
PRESCHOOL**

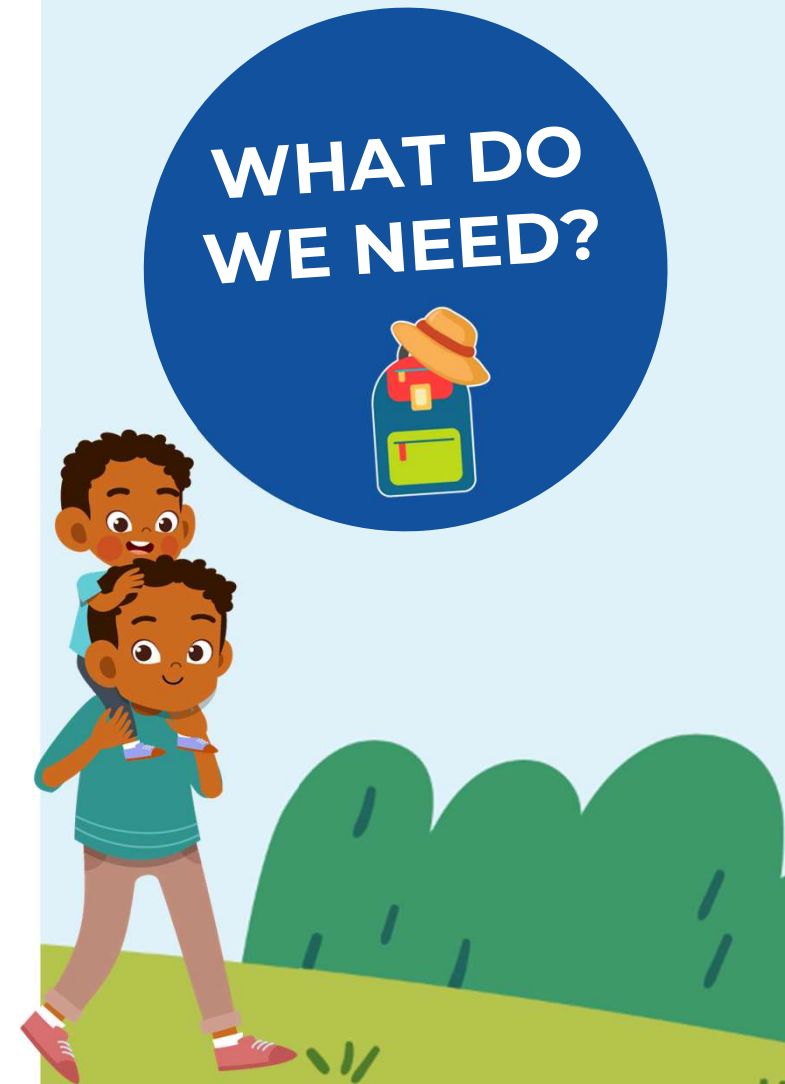


# **What can I do to support my child?**



# What can I do to support my child?

- Ensure child is an active participant in selecting new items
- Introduce contextualised words that relate to the new early childhood setting
- Have ongoing conversations with your child about how they are feeling and involve them in conversations. What are they looking forward to?
- Practice naming feelings and acknowledgement, this involves at times supporting children in self-regulation



**WHAT DO  
WE NEED?**



## **Transition to preschool is a time of changing expectations for all involved**

- What do children want to know before going to preschool?
- What are children's expectations/views about starting in a new preschool? What do you want to know as well?
- It is fundamental to consider what children might be thinking and feeling, and how we can support them





# What can I do to support my child?

- Orientation
- Policies
- Educators
- Favourite activity
- Comforters
- Say goodbye
- Check in
- A good night's sleep

LET'S GO TO  
PRESCHOOL!



# What can I do to support my child?

- Allow space to share
- Practice conversations
- Be reassured that your preschool is supporting your child to make friends
- Buddy and family connections





## PRESCHOOL PATHWAYS

### What is the Early Years Learning Framework?

All education and care services under the National Quality Framework are required to use an approved learning framework. For children preschool age and under, this framework is Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF). If your child has previously attended an Early Childhood Education and Care (ECEC) service or Family Daycare, you may already be familiar with the EYLF. The Framework is built on the following themes:

**Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

**Being** is about living here and now. Childhood is a special time in life and children need time to just 'be' - time to play, try new things and have fun.

**Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

No matter which setting your child attends preschool (an ACT Government Preschool, an ECEC, or elsewhere), educators will use the EYLF to develop learning programs.

Educators use the EYLF in partnership with families to develop programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through play. Using the Framework, educators focus on developing:

- a strong sense of identity
- connections with childrens' worlds
- a strong sense of wellbeing
- confidence and involvement in learning, and
- effective communication skills.

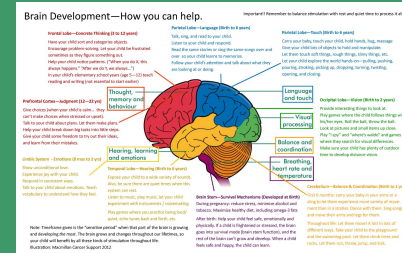
The EYLF is not a prescriptive curriculum and it will look different in each setting. Educators will purposefully plan and develop experiences to encourage children to learn and develop lifelong skills, through play.

### More information on the EYLF:

ACT Education Directorate - <https://bit.ly/3DUdaG9>  
Department of Education, Skills and Employment - <https://bit.ly/2Z7ThfV>  
The Importance of Play - <https://bit.ly/3p9WUwG>



### "Hands On is Brains On": How Kids Learn Through Play



# Let's remember ...

**'Play is the highest form of research.'**

Albert Einstein



# Let's talk about play-based learning

Tell me what  
**'play-based learning'**  
means to you.





Oh, they just run  
around and do  
what they want.

It's free- play,  
that's what  
they do

The children aren't  
learning anything.  
They just play.



# Elements of play-based learning

- Self-directed – the child chooses
- Unstructured exploration
- Process orientated
- Actively engaging
- Meaningful
- Connections to human and nonhuman actors



# Benefits of play

- Language and literacy development
- Science, mathematics, technology
- Social and emotional skills
- Creativity and imagination
- Confidence and positive attitude towards learning
- Motor skills and movement planning
- Supports children's sense of self and understanding of their independence, Interdependence, and connectedness to people, place, and space
- Control and mastery
- Risk-taking & problem solving
- Reduces stress and anxiety
- Play is healthy



**Concentration and  
engagement**

**problem-solving**

**Communication**

**Patience**

**Co-operation**





# What can I do to support my child?

- Celebrate risk taking – “I’ll give that a go” attitude
- Introduce concepts that will be supporting development through play and routines
- READ, READ READ !!!!!
- Extend on questions that support learning in the everyday
- Continue to have fun and enjoy playtime at home with your child





# What learning opportunities can you identify in your home?



# What learning opportunities can you identify outside the home?





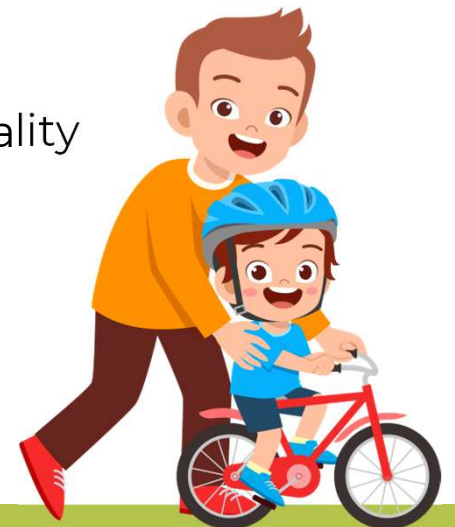
# Partnerships between educators and families

- You can advocate for your child to access a high-quality early learning education.
- Have a conversation with your child's teacher or educator.



# What you will see in a preschool

- Access to both the indoors and outdoors
- Natural green spaces to garden, sit and enjoy the outdoors
- A variety of resources, for example, natural and manmade materials and surfaces
- A daily routine with extended periods of time for uninterrupted play
- Plenty of space for movement inside
- Well-resourced learning areas with reference books, and high-quality children's picture and story books.
- Educators include children's interests in the learning spaces
- Opportunities for individual and group play
- Children decide on their own play experiences each day.



**THINGS TO  
THINK ABOUT**



## **Myths and Facts**

“Being well prepared for preschool encompasses more than stencils and writing or names. It also requires planning to ensure success.”







# Myths and Facts



Toilet learning

- Children develop an interest and mastering at different times
- Preschools can accommodate and support children on their toilet journey



## THINGS TO THINK ABOUT



# Myths and Facts

## English Language Skills

- Do not need to have mastered English
- Can support families and children from EALD backgrounds



## THINGS TO THINK ABOUT



# Myths and Facts

Needs to be able to write their name or even recognise their name

- Play based curriculum will support this development
- You can practice at home



# How can I support my child at home and at preschool

Your child will be at the age where they can tell you many things about their daily preschool experience.



# How does preschool work?

What do you need to know about preschool?

- Days of attendance
- Lunchboxes
- OSHC
- Any thoughts?





# Questions





# PRESCHOOL PATHWAYS





Education

## Preschool Pathways Program

© Australian Capital Territory, Canberra 2022



This work is licensed under a Creative Commons Attribution 4.0 license and is subject to the terms of the license, including crediting the ACT Government as author and indicating if changes were made.

ACT Government

GPO Box 158, Canberra ACT 2601

Telephone: 13 22 81

Website: [www.act.gov.au](http://www.act.gov.au)

### Accessibility

The ACT Government is committed to making its information, services, events and venues as accessible as possible.

If you have difficulty reading a standard printed document and would like to receive this publication in an alternative format, such as large print, please phone Access Canberra on 13 22 81.

If English is not your first language and you require a translating and interpreting service, please phone 13 14 50. If you are deaf, or have a speech or hearing impairment, and need the teletypewriter service, please phone 13 36 77 and ask for Access Canberra on 13 22 81.

For speak and listen users, please phone 1300 555 727 and ask for Access Canberra on 13 22 81. For more information on these services visit [www.relayservice.com.au](http://www.relayservice.com.au)

We acknowledge the Traditional Custodians of the ACT, the Ngunnawal people. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

These materials have been developed in partnership between the ACT Education Directorate and [Community Early Learning Australia \(CELA\)](#).