

## BACKGROUND

This is the final report for pilots involved in the *Transition: a positive start to school* project.

This report is a different format to previous ones, and has been designed with the evaluation framework in mind. This report will assist in generating the **theory of change** around each pilot's experience. We want to gather the influences and factors across experiences that have contributed to organisational and systemic change.

The Project Team would welcome a *concise but well considered response* from each pilot. We encourage you to collaborate within your pilot partnerships to answer our questions.

## INSTRUCTIONS

A. Please complete the following questions and return your report by

**Thursday 14<sup>th</sup> May 2009 by 5.00pm** to both:

- [smith.alison.e@edumail.vic.gov.au](mailto:smith.alison.e@edumail.vic.gov.au) and
- Your nominated Regional Children and Youth Services contact/s (see your funding agreements for details).

B. If you have any queries, please contact any of the project team:

- Briony Grigg or Pippa Procter on Tel: 03 9096 0600
- Colleen Murphy on Tel: 03 9096 6117 (Wednesdays, Thursdays and Fridays)
- Alison Smith on Tel: 03 9096 8657

<b>Name of Pilot:</b>	Hastings Transition Pilot
<b>Location:</b>	Hastings
<b>Pilot number:</b>	120
<b>Lead Agency:</b>	Mornington Peninsula Shire
<b>Report Author:</b>	Bella Laidlaw, Nicole Regan

**Thank you very much to everyone who has been involved in the pilot. We value the time and commitment you have all made.**

**We will continue to keep in contact over the coming months as we consult with educators across the state and prepare for the launch of the policy in Term 3.**

**1. At the end of your pilot's journey, reflecting on what you have learned, what advice would you provide to others who want to improve the quality of the transition to primary school? Please provide 1-2 key suggestions.**

The primary focus of our pilot was to strengthen the transition to school experience for children and their families by supporting service provider stakeholders (ie. community services, school and early years practitioners) in Hastings to:

- create effective partnerships based on a mutual understanding of each other's practices and the important contribution they each make to children's long term outcomes.
- develop a shared 2009 transition plan that is informed by the needs of the Hastings community and to commit to the delivery of the strategies and activities outlined in the shared plan.

What we have learnt from this process about creating effective partnerships is that:

- *Creating effective partnerships relies on service provider stakeholders having the time to come together and that they are supported by their organisations to do this.* We have therefore found that it has been very important to provide time-release to support stakeholder practitioners and their organisations involvement and capacity to commit to our pilot activities.
- *To support mutual understanding of each other practices to begin to be developed it has been very valuable to enable service providers to visit and spend time in each others services and to attend shared professional development opportunities.*
- *The organisation and co-ordination of partnerships take time and building local capacity is an important aspect of creating sustainable and effective partnerships.* Acknowledging this (as part of larger project operating in Hastings called the 'Linking Schools and Early Years Project') a partnership leadership group (made-up of a childcare, kindergarten and prep teacher) has been created and they are currently are time-released to come together on a fortnightly basis to manage the partnership and support the delivery of partnership activities. With the aim of building leadership skills and capacity of the group, the group is being supported in the short term by the Mornington Best Start Co-ordinator and a representative from Centre for Community Child Health.
- *Local government is a central player in supporting the development of local partnerships, a key resource in identifying and linking local stakeholders and in driving local initiatives.* The involvement and support of local government has been central to the success of our pilot.

We have also learnt that for partnerships to be effective it is important that they result in locally relevant, positive and effective action on the ground. To enable this to happen it is important to provide the opportunity for stakeholders to:

- *Identify a shared transition vision* that they wish to jointly work towards.
- *Create a locally relevant and evidence based shared plan* that identifies strategies and activities for how they will work towards achieving their vision and who will be responsible for the implementation of each strategy and activity.
- *The strategies and activities identified should be informed by local needs* (ie. community consultations, demographics, AEDI findings) and should also build on existing community assets (ie. existing local networks, local champions, existing buildings that may be being under utilised such as schools).

**2. Again reflecting back, what issues have presented significant challenges and why? Please provide 1-2 key issues and any suggestions as to how others could negotiate these.**

Engaging and sustaining involvement of all stakeholders (including private childcare services) has been a challenge. We found that there were a number of potential barriers to the involvement childcare practitioners include long-work hours for practitioners, a limited number of human resources available to fill-in for time-released staff and private childcare centres, due to the nature of being small businesses, are traditionally profit driven and used working in competition with each other.

We found that effective ways to support the sustained inclusion of childcare services and practitioners included:

- *Spending time visiting all services and identifying what support they would require to become involved and what would attract them to become involved.* We have found that that childcare services were keen to be involved in opportunities; that will support their staffs learning and development (such as PD sessions), that families using their service and potential future clients will find valuable and attractive, that support them to meet policy and/or accreditation guidelines and that are of no cost to their service.
- *Identification of a local champion working in childcare, and supporting her to have the time to visit and work with local childcare services to support their involvement.* We have found giving a local childcare practitioner the opportunity to visit and support local childcare services to work in partnership (both with each other as well as with other school, community and early years services) has been very powerful.
- *Ensuring that childcare practitioner involvement results in positive and effective action on the ground and that they have the opportunity to contribute to the action planning process.* We have found that the engagement of childcare services in the partnership has continued to strengthen as there involvement has resulted in positive opportunity for their service and the families attending their services.

**3. What elements of your pilot have worked really well and why?**

1. Providing the opportunity for Early Education and Care (EEC) service providers to visit and spend time in each others services.
  - Support local relationship and networks between service providers to be strengthened.
  - Provided an opportunity for teachers to establish a relationship with incoming students (visits conducted in 3<sup>rd</sup> and 4<sup>th</sup> term) and provided an opportunity for kindergarten and child-care providers to see how well their children were transitioning (visits conducted during 1<sup>st</sup> term).
  - Supported an appreciation of the important contribution that each other make to children's long term outcomes and has enable relationships to begin to be build on an understanding and mutual respect.
2. Shared Professional Development (PD) opportunities. A targeted professional development for EEC providers was provided around transition as well as a community forum for all service providers working with 0-8 years olds and their families in Hastings, both of these PD were very successful and popular. These PD opportunities worked because:
  - The PD topics were locally identified and key aims for each PD session where identified and tied back to the shared transition plan.
  - They provide an opportunity for cross-sectoral learning.
  - They provided an opportunity for informal networking and for service providers to learn

more about each other sectors.

3. The development of a shared 2009 transition plan has worked well because:

- It involved input of all stakeholders, who came together for common planning time to develop the plan.
- It is informed by local demographics, consultations with key stakeholders and local needs and its development was locally driven.
- The development process was facilitated by the Centre for Community Child Health. The facilitation process supported the local stakeholders to develop a shared vision and to develop the shared transition plan using an outcomes-based action planning approach.
- It has provided a shared document that all the stakeholders have committed to and which identifies who will be responsible for the delivery of each of the outlined strategies and activities.

#### **4. What have been your pilot's most valued outcomes and achievements?**

1. Strengthened relationships and partnerships between Hastings Early Education and Care providers.
2. Building local capacity and knowledge through Professional Development
3. Increased local capacity of stakeholders to be able to develop and drive local initiatives, that are outcomes focused and conducted in partnership with all stakeholders.
4. The development of a shared locally relevant transition plan that all the stakeholder organisations have committed to and which will be implemented throughout 2009.
5. An opportunity for the learnings from our pilot to inform DEECD policy.

#### **5. If you have collected any data as part of your pilot, please include your results and your analysis/interpretations of your results.**

See **ATTACHMENT 1 to ATTACHMENT 7**

#### **6. Please provide copies of policies, procedures, templates, forms, surveys/questionnaires, data collection instruments, focus group questions, etc that you have developed over the course of the pilot. These will be referenced if they are utilised in our final policy.**

Electronic versions are preferable, however if this is not possible, please post these to:

Alison Smith  
Senior Policy Officer - Transition Project  
Strategy Division  
Office for Children & Early Childhood Development  
Department of Education & Early Childhood Development  
Level 10, 50 Lonsdale St,  
GPO BOX 4057  
MELBOURNE, VIC 3000

See **ATTACHMENT 8, ATTACHMENT 9, ATTACHMENT 10. Please note all evaluation questions used are outlined in ATTACHMENT 2 to ATTACHMENT 7**

**7. What are your future plans with regard to the transition work you have undertaken?**

1. Continue to strengthen the relationships developed during the pilot activities and through the Linking Schools and Early Years project.
2. Implementation of strategies outlined in the shared transition plan during 2009, with the opportunity to edit/expand the shared plan as community needs and assets continue to evolve
3. Develop and implement a shared outcomes based transition plan for 2010.

**8. Any other comments**

**[Please type your response here – this box should just expand.]**

**Thank you and all the best.**

# ATTACHMENT 1 – Evaluation Data Collection Summary

<b>Goal 1</b> What outcome is the pilot working towards?	<b>Timeline</b> When will the goal be completed	<b>What data has been collected?</b>	<b>How has the data been collected?</b>	<b>Results provide in Attachment ...</b>		
Goal 1: Developing a mutual understanding of each other's practices and the important contribution they each make to children's long term outcomes	It is not anticipated that an impact indicator for this goal will be measurable within the short timeframe of the pilot	Not applicable	Not applicable	Not applicable		
<b>Activity</b> What is the activity?	<b>Timeline</b> When will the activity be completed	<b>What data has been collected?</b>	<b>How has the data been collected?</b>	<b>Results provide in Attachment ...</b>		
1. Provide an opportunity for Hastings prep teachers, kindergarten teachers and childcare workers to visit and observe each other's practices	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> <u>Prep teacher visits to EEC* service</u>                              During term 4, 2008                         </td> </tr> <tr> <td style="padding: 2px;"> <u>EEC practitioner visit to school</u>                              During term 1, 2009                         </td> </tr> </table>	<u>Prep teacher visits to EEC* service</u> During term 4, 2008	<u>EEC practitioner visit to school</u> During term 1, 2009	<ul style="list-style-type: none"> <li>• Records of visits undertaken as collected</li> <li>• Teachers/practitioners reflections of their experience and their key learning's and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Record of each visits will be kept</li> <li>• Teachers to complete a questionnaire following each visit to:                             <ul style="list-style-type: none"> <li>○ Reflect on experience</li> <li>○ Key learning's &amp; challenges</li> </ul> </li> </ul>	Attachment 2 & Attachment 3
<u>Prep teacher visits to EEC* service</u> During term 4, 2008						
<u>EEC practitioner visit to school</u> During term 1, 2009						
<b>Goal 2 &amp; 3</b> What outcome is the pilot working towards?	<b>Timeline^</b> When will the goal be completed	<b>What data has been collected?</b>	<b>How has the data been collected?</b>	<b>Results provide in Attachment... &amp; comments</b>		
Goal 2: Developing a shared understanding of current transition practices and how these may be strengthened	It is not anticipated that an impact indicator for this goal will be measurable within the short timeframe of the pilot	Not applicable	Not applicable	Not applicable		

<p>Goal 3: A joint transition plan is developed by the Hastings Transition Network Group, that is informed by the needs of the Hastings community</p>	<p>During February &amp; March 2009</p>	<p>Not yet collected.</p>	<p>Data to be collected:</p> <ul style="list-style-type: none"> <li>• A draft transition plan was presented to key service provider stakeholders at partnership and practitioner network group meetings and a verbal feedback was obtained. Modifications to the draft transition plan were then made based on the feedback provided.</li> <li>• The Centre for Community Child Health consultants will review the joint transition plan to ensure it reflects research evidence and meets the needs of the local families.</li> </ul>	<p>Attachment 4 &amp; Attachment 5</p>
<p><b>Activity</b> What is the activity?</p>	<p><b>Timeline<sup>^</sup></b> When will the activity be completed</p>	<p><b>What data has been collected?</b></p>	<p><b>How has the data been collected?</b></p>	<p><b>Results provide in Attachment ...</b></p>
<p>2. Hastings Network Group – Professional development transition workshop</p>	<p>16th October 2008</p>	<ul style="list-style-type: none"> <li>• How valuable participants found the workshop to be in helping them to plan and respond to the individual needs of their children</li> <li>• If the workshop provided them with practical information that they could use in their own practice</li> <li>• Suggestions for future forum/workshop topics</li> </ul>	<p>Questionnaire completed by all participants following the forum</p>	<p>Attachment 6</p>
<p>3. Community-wide feedback forum</p>	<p>Term 1, 2009</p>	<ul style="list-style-type: none"> <li>• How valuable participants found the forum to be</li> </ul>	<p>Questionnaire completed by forum participants</p>	<p>Attachment 7</p>

## ATTACHMENT 2 – Prep Teacher Visits Feedback collected

Number of participants: 5 prep teachers (all prep teachers in Hastings)

Number of returned reflections: 5

What did they find most valuable from this experience?

- Observing routines and teaching styles
- Observing the interaction between the staff and children
- The children getting to know the Prep teacher and the teacher becoming familiar with the children
- Seeing where the children come from before beginning school, understanding their prior experiences eg long days in child care
- Learning new ideas for learning experiences and activities
- Gaining insight into how children learn in kindergarten and how the program is structured
- Getting to know staff better
- Broadening knowledge of a variety of programs eg. The Flying Start program
- Noting the differences between the organisation of pre-school and school

What was the most surprising thing they learned from the experience?

- The length of day some children are in child care
- The expectation of early childhood teachers to have program displayed
- The busy and full on day that kindergarten teachers work. They even eat with the children.
- The isolation of kindergarten teachers
- The range and number of activities planned for one kindergarten session
- The differences between the safety aspects of pre-school and school

From their experience, what opportunities do they believe are there for early years services and schools to work together?

- Planning transition programs together
- Planning curriculum together so that there is a sequential flow of learning from kinder to school
- Ensuring that our teaching strategies and expectations of children are similar
- Working together for assessment purposes and referrals eg speech. They need to be started early.

What further opportunities to meet and link with early years would they consider beneficial?

- Regular meetings of Transition Network Group
- Shared professional development
- Ongoing opportunities to spend time visiting feeder early years services

Any further comments

- “Thank you for the opportunity to spend a day in a kindergarten. It has helped enormously with our transition program, helping create a bond between the kindergarten and the school.”
- “I cannot stress how much I valued the learning experience.”



# ATTACHMENT 3 – Kindergarten and Childcare Visits Feedback collected

Number of participants: 3 kindergarten teachers and 3 Childcare practitioners (all long day care Centres and kindergartens operating in Hastings were represented)

Number of returned reflections: 5

## 1. What did they find most valuable from this experience?

- Learning the types of things that schools introduce in term 1
- To see how children are progressing and settling in
- Could share information about any issues a child may have
- Could see the variety in prep programs
- Could see the expectations of prep
- To observe what happens in the school routine. It is also good to compare between schools as it gives good ideas for displays/activities.

## 2. What was the most surprising thing you learnt from this experience?

- How the children's time was managed and organised in schools
- How the children were eager to learn
- How prep was so structured, compared to kinder
- The level of formal teaching
- That the pre-prep class at Hastings P.S only had 16 children. It is a fantastic teacher/child ratio, especially in this circumstance where the children are not quite ready for formal teaching.

Possible action:

Have a discussion or professional development on promoting children's independence and organisational skills.

## 3. How have your children transitioned to school? How did you feel?

- Surprised and proud
- The children coped better than expected
- There were some similarities in type of work
- The children's number and letter knowledge was rewarding
- It was good to exchange how the teacher's dealt with children's issues
- I wasn't in the Hastings area last year to know any children, however during a snack time at Hastings P.S several children enjoyed telling me about their time at Hastings Pre-School.

## 4. What opportunities are there for early childhood staff and teachers to work more closely together?

- Meetings to improve relations
- Early childhood teachers to come to information night about what to expect in prep
- Make sure parents know the importance of the kindergarten year – play based
- Support in planning what the children need to know to prepare for school
- Continue with swap days/have regular meetings
- A parent night could be held with all representatives from childcare, kinder and school to help with decision making for parents.
- Definitely more swaps to improve relations between teachers and to get a better understanding of each other's workplaces. A casual get together would be good to discuss activity ideas/share resources.
- Perhaps there could be a community file where we can share ideas.

Possible Action:

Teachers could be invited to kindergarten information nights. Also, the public need to be made aware of the importance of early years programs.

## 5. Did your experience help to strengthen the relationship with prep teachers?

- There was a feeling of support
- Strengthening relationships close the gaps
- Most definitely. I would like to go back to both of the schools to revisit teachers and children.

Possible Action:

Continue with swaps and have regular get together

**6. Are there any suggestions?**

- Have more visits
- Stay at one school for the whole day
- More time for discussion, rather than observations

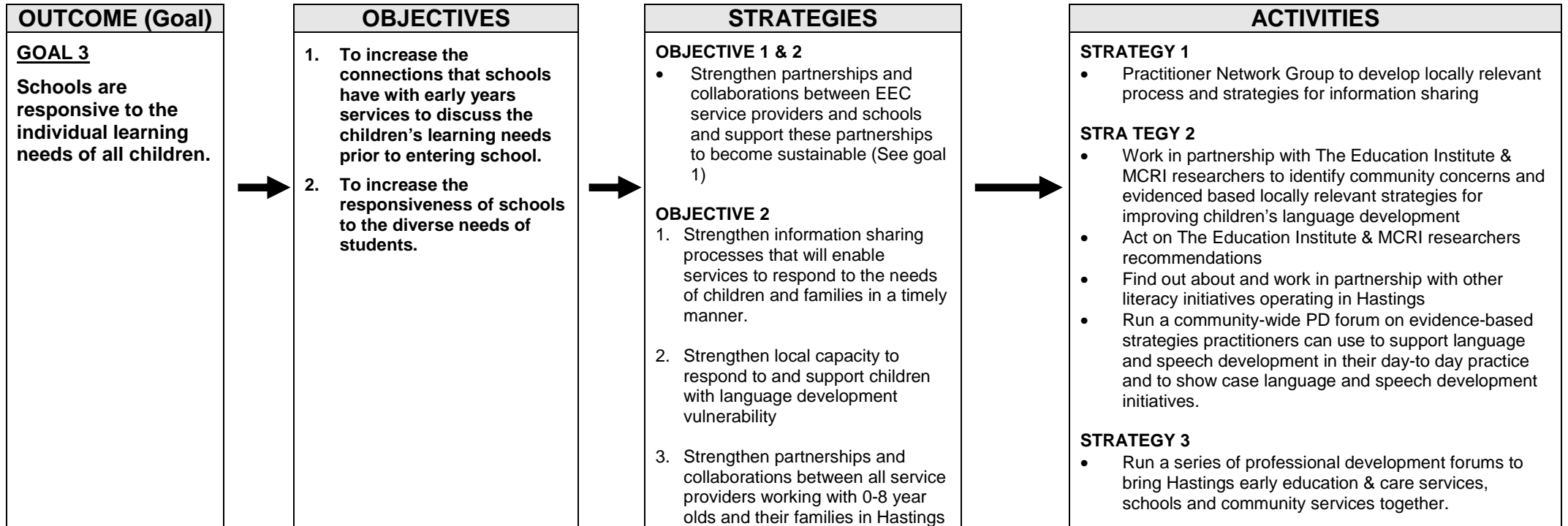
**7. Any other comments?**

- Parents are questioning the effectiveness of a play based program, not sure how to get the message across the importance of the foundations.
- Thankyou to Hastings P.S and Westpark P.S for the warm welcome!

## ATTACHMENT 4 – Final 2009 Hastings Shared Transition Plan

OUTCOME (Goal)	OBJECTIVES	STRATEGIES	ACTIVITIES
<p><b>GOAL 1</b></p> <p><b>Children and families make a smooth transition between early years services and school.</b></p>	<ol style="list-style-type: none"> <li>1. To increase the understanding of children and their parents about the move to school.</li> <li>2. To increase the mutual understanding of how both the early years services and schools contribute to children's long-term outcomes.</li> </ol>	<p><b>OBJECTIVES 1 &amp; 2</b></p> <ol style="list-style-type: none"> <li>1. Develop a shared 2009 project action plan for the Hastings Practitioner and Partnership Groups.</li> <li>2. Strengthen partnerships and collaborations between EEC service providers and schools and support these partnerships to become sustainable.</li> </ol>	<p><b>STRATEGY 1</b></p> <ul style="list-style-type: none"> <li>• Reflecting on contextual data, consultation findings and research evidence to create a shared action plan for the Hastings Practitioner and Partnership Groups</li> <li>• Develop a Hastings wide Transition Calendar, to be made available to families and to be used to strengthen current transition practices</li> </ul> <p><b>STRATEGY 2</b></p> <ul style="list-style-type: none"> <li>• Time-release on a fortnightly basis a Practitioner Network Leadership group (made up of a childcare, kindergarten and school teacher representative) to run and manage the Practitioner Network Group.</li> <li>• Time-release Hastings prep teachers, kindergarten teachers and childcare workers to spend time in each other's practices.</li> <li>• Provide leadership development and professional development opportunities for Practitioner Network Group members.</li> </ul>
<p><b>GOAL 2</b></p> <p><b>Early years services and schools actively connect with families.</b></p>	<ol style="list-style-type: none"> <li>1. To increase the number of activities for parents in the school.</li> <li>2. To increase the number of parents who report that they feel welcome and comfortable in their child's early years service and school.</li> <li>3. To increase the number of parents involved in their child's school, including 'hard-to-reach' families.</li> </ol>	<p><b>OBJECTIVES 1, 2 &amp; 3</b></p> <ol style="list-style-type: none"> <li>1. Create opportunities for collaboration of activity delivery between community services and schools that will support families to feel comfortable in Hastings schools and increase family presence in schools</li> <li>2. Establish opportunities to give parents a voice and leadership capacity in shaping the project direction and activities.</li> </ol> <p><b>OBJECTIVES 2</b></p> <ol style="list-style-type: none"> <li>3. Maximise opportunities for informal relationship building between families and carers/teachers.</li> </ol>	<p><b>STRATEGY 1</b></p> <ul style="list-style-type: none"> <li>• Strengthen representation on Partnership group of child and family community organisations operating in Hastings.</li> <li>• Consult with child and family services operating in Hastings to:                             <ul style="list-style-type: none"> <li>○ Map each organisations goals and activity delivery.</li> <li>○ Identify where stronger connections and collaborations between EEC/schools and community services could be made.</li> </ul> </li> <li>• Support opportunities for collaboration of activity delivery between community services and schools (ie. opportunities to run community based activities for local families and children in school grounds).</li> </ul> <p><b>STRATEGY 2</b></p> <ul style="list-style-type: none"> <li>• Identify and build on parent led activities already happening in schools.</li> <li>• Identify and support new parent based initiatives around the project goals.</li> <li>• All action plan activity delivery to be informed by families and where possible developed and implemented in partnership with families and children</li> </ul>

					<b>STRATEGY 2</b> <ul style="list-style-type: none"> <li>Practitioner and services undertake a “family friendliness” evaluation and respond to feedback from families of how they may improve their current practices</li> </ul>
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## ATTACHMENT 5 – Responsible groups for implement the 2009 Hastings Shared Transition Plan activities

	Practitioner Network Group	Partnership Group	
<b>Who's involved</b>	<ul style="list-style-type: none"> <li>▪ EEC and school practitioners (childcare workers, kinder teachers, prep teachers, pre-school field officer)</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Principals</li> <li>▪ Kinder directors/presidents</li> <li>▪ Childcare directors</li> <li>▪ CEO and DEECD regional representatives</li> <li>▪ School nurse</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local government (Best Start, M&amp;CH coordinators)</li> <li>▪ Community service representatives</li> <li>▪ Visiting representatives drawn from Forum expertise</li> </ul>
<b>Meetings &amp; management</b>	<ul style="list-style-type: none"> <li>• Time-release on a fortnightly basis a Practitioner Network Leadership group (made up of a childcare, kindergarten and school teacher representative) to run and manage the Practitioner Network Group</li> </ul>	<ul style="list-style-type: none"> <li>• Group will be supported by Centre for Community Child Health project officer</li> </ul>	
<b>Which 2009 action plan strategies each group will be responsible for managing.</b>	<p><b><u>GOAL 1*</u></b></p> <p><b>Action Planning</b></p> <ul style="list-style-type: none"> <li>• Develop an evidence based and locally relevant shared 2009 action plan for Hastings</li> </ul> <p><b>IPP Swaps</b></p> <ul style="list-style-type: none"> <li>• Time-release Hastings prep teachers, kindergarten teachers and childcare workers to spend time in each other's practices.</li> </ul> <p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>• Provide leadership development and professional development opportunities for Practitioner Network Group members</li> </ul> <p><b><u>GOAL 3*</u></b></p> <p><b>Information Sharing</b></p> <ul style="list-style-type: none"> <li>• Develop information sharing processes that will enable services to respond to the needs of children and families in a timely manner. (On hold until DEECD transition tool finalised)</li> </ul> <p><b>Hastings Transition Calendar</b></p> <ul style="list-style-type: none"> <li>• Creation of a document outlining dates of all transitional activities being implemented by each service within Hastings as well as DEECD application deadlines</li> </ul>	<p><b><u>GOAL 1*</u></b></p> <p><b>Action planning</b></p> <ul style="list-style-type: none"> <li>• Develop an evidence based and locally relevant shared 2009 action plan for Hastings</li> </ul> <p><b><u>GOAL 2*</u></b></p> <p><b>School as Hubs</b></p> <ul style="list-style-type: none"> <li>• Create opportunities for collaboration of activity delivery between community services and schools that will support families to feel comfortable in Hastings schools and increase family presence in schools.</li> </ul> <p><b>Partnerships with parents</b></p> <ul style="list-style-type: none"> <li>• Establish opportunities to give parents a voice and leadership capacity in shaping the project direction and activities.</li> <li>• Maximise opportunities for informal relationship building between families and carers/teachers.</li> </ul> <p><b><u>GOAL 3*</u></b></p> <p><b>Language development</b></p> <ul style="list-style-type: none"> <li>• Strengthen local capacity to respond to and support children with language development vulnerability</li> <li>• Support to implement the MCRI research project will also be provided by practitioner Network group, where needed.</li> </ul>	

## ATTACHMENT 6 – Feedback from Hastings Network Group – Professional Development Transition Workshop (16<sup>th</sup> October 2009)

Number of Workshop Participants: 12  
 Number of Apologies: 3  
 Number of feedback questionnaires received: 12

### Workshop Evaluation:

	Yes	No	No Response
1. Did you find this evenings 'Practitioner Workshop' to be valuable?	12 (100%)		
2. Did it provide you with practical information that you could use in your own practice?	12 (100%)		
3. Did it provide you with useful insights into how to plan and respond to the individual needs of the children you work with?	12 (100%)		

4. What is the most valuable thing you learnt from the workshop?

- The value of children talking/conversations with each other
- The value of children reflecting
- The Life Skills component section – informative, excellent understandings
- How children develop at different stages in their life prior to school
- Being reminded about the importance of play
- Some new books to get ideas from
- Great ideas
- Different types of strategies and ways to use in the room
- To remember that the children's environment impacts highly on the child right from infancy
- Being refreshed about different ideas and how individual children are
- Being able to link the information I was provided to the children in my class and how I will approach my teaching to cater more for the individual child, especially those that are more challenging
- Reinforced what I already do in the pre-school
- That what we are doing is the right thing to be doing and we shouldn't be 'pushed'

### General Feedback:

	Yes	No	No Response
5. Was the workshop well organised and presented?	12 (100%)		
6. Are you interested in being involved in future practitioner based workshops?	12 (100%)		

7. Do you have any suggestions of topics for future workshops?

- Continuing with this focus
- Play based strategies
- Focusing on play – the importance of, structuring programs, sharing ideas
- Oral language
- Brain Gym
- Portfolios & documentation

8. Is there anything else you would like to tell us?

- An excellent thought provoking session
- An excellent informative session
- Thank you for the opportunity to undertake a very useful/practical PD session
- Great job in organising workshops like this.
- Gives us an opportunity to meet everyone

## ATTACHMENT 7 – Feedback from Community-wide Forum (6<sup>th</sup> May 2009)

Number of Forum attendees: 37

Number of evaluation questionnaires received: 31 (84%)

Description of Attendees: Service providers who work with children and/or families of 0-8 year olds. This included primary school (teachers & principals), Early Education and Care (childcare practitioners, kindergarten teachers) community services, specialist services, catholic education office, state and local government representatives.

	YES	NO	Other
1. Did you find this evenings 'Linking Together Forum' to be valuable?	31 (100%)	0	
2. Did the forum exposed you to new ideas about strategies that can be used to support children's language and speech development?	29 (95%)	1 (3%) )	1* (3%)
3. If you work directly with children and/or their families did the forum provide you with information that will be helpful in your practice?	23 (74%)	2 (6%) )	6^ (19%)
4. As a result of the forum, do you now have a greater understanding of initiatives that are happening to support children's language and speech development in Hastings?	30 (97%)	1 (3%) )	

\* = No response was given

^ = Does not work directly with children/families

### 1. What did you find to be most valuable about the forum?

#### *Networking opportunity::*

- Networking opportunity (x10)
- Huge variety of organisations represented – all different inputs
- It was interesting to listen to the information and ideas from other people.
- Information sharing
- Sharing ideas & experience with people from different children's services

#### *Finding out about local services:*

- Hearing about local initiatives/ what's happening locally (x7)
- Kim Gleeson giving an overview of the Peninsula Community Health provision for children (x2)
- Hearing about the facilitated playgroup approach to offering support to children and families (x2)
- I've got some ideas from my school from Kim's presentation re: the facilitated playgroup
- Hearing local issue and means of addressing these, both formally and informally
- Awareness of available services
- Discussion of programs in school

#### *Content of presentations::*

- Understanding language development (x2)
- Information from Jemma regarding the recently gathered statistics regarding prevalence
- Jemma's presentation was most informative especially for a prep teacher and what is expected and Age appropriate
- Information from specialists
- Background information re: speech and language issues
- Informative speakers
- Reminded me of some strategies to use at school

## 2. Do you have any suggestions for how we may improve future forums?

### *Organisation Ideas:*

- Copy of the PowerPoint
- More time for round table talk (discuss local issues services) (x2)
- A bit hard to hear in upper section

### *Addition support to link local organisations:*

- List of organisations and programs available with services offered by each
- Many new names came-up like Flying Start, Hannan etc – Would like to know more about them and how to find out about them.

### *Future Topic Ideas:*

- Engaging Parents.
- Ideas for reaching out to vulnerable children and their families in our community.

### *Content improvements::*

- I would like more detailed strategies that can be used to support children's development – whilst hearing what other people are doing is good, more specifics are needed for us to put it all into practice.

## 3. Is there anything else that you'd like to tell us?

### *General:*

- Well organised, valuable information and interesting
- Great program. Keep it going
- Great night, well done (x2)
- Thank-you Jemma and kim

### *Requests for more PD:*

- Please keep having forums regularly
- Please repeat "Teacher Talk Program"
- Need to meet more often and longer. Maybe a structured day with linked tasks



## ATTACHMENT 8 – Hastings Shared Transition to School Vision

This vision was as a partnership between Hastings primary schools (principals and teacher), Hastings Early Education and Care Services (Kindergarten, Childcare, Occasional care), Hastings Pre-school Field Officer and Local Government (Best Start Facilitator).

### Our Vision

*To support children and families to make a smooth and positive transition from their early childhood setting to school, by having a shared understanding of the importance of a smooth and supported transition and important role of parents, children, early learning and care professionals and the community.*

### For the Community

- To create a new and positive profile for Hastings, strengthen community pride and build Hastings reputations as ‘The best place to send your child to EEC and school.’
- To raise community awareness of the importance of orientation and a smooth transition from early years to school.
- To create a common understanding that all services are connected and are part of the community.

### For Parents

- To be familiar and comfortable in the early education and care/school environment.
- To be feel accepted and valued as part of the early education and care/school community.
- To have positive relationships with their children’s teachers and key staff in the school/EEC service.
- To have the opportunity to create positive parent to parent relationships.
- To be valued as a parent and that their experiences with their own children are valued.
- To be able to easily access information that they require to make informed decisions regarding their child, without being overwhelmed.
- To know that their children are safe and happy within their early education and care/school environment.

### For Carers/Teachers

- To understand the community they are working in.
- To act as a united lobby group to address key issues facing local children.
- To develop strong and positive relationships with children’s families and caregivers.
- To provide support for each other, and be part of a strong network between EEC services and schools.
- To develop a shared understanding of transition.
- To develop strong and positive relationships with their children.
- To enhance children’s familiarity, sense of belonging and connectedness in the school environment.
- To develop seamless information sharing between families, early years services and schools.
- To have the understanding of individual children’s needs and how to respond to these.

- To establish effective processes to support the smooth transition to school of children and families who have not attended an EEC services.
- To value innovation and creativity.

### **For Children**

- To feel they belong.
- To feel welcome, secure and safe.
- To feel familiar with the schools physical environment.
- To feel part of their school community:
  - To feel connected with friends / peers
  - To feel connected and feel supported by their teachers, and other key adults in their school.
  - To feel connected and familiar with older children in the school.
- To connect with their school/early education and care services, ie. “This is my school”

