

# SCOTTISH EARLY CHILDHOOD AND FAMILIES TRANSITIONS STATEMENT

## Summary Statement

In today's world children and families experience more transitions than ever before. Early childhood and family transitions influence children's day-to-day experiences and may have longer term impact.

The Scottish Children and Families Transitions Position Statement recognises the value of working together with children and their families, positive relationships, positive continuity, learning, play and wellbeing. It has been developed both as a call to action and as support for all those who place an importance on early childhood experiences. This includes educators, researchers, policy makers, families, associated professionals, educational systems and local and national government embracing the significance of transitions for children's lives.

The Position Statement is informed by a shared understanding of the importance of transitions and the need to address the impact of transitions in children's lives.

### The Six Principles

The statement elaborates six principles with the intention that they are all valued and respected through mutual knowledge sharing.

- Aspirations
- Entitlements
- Expectations
- Participation
- Opportunities
- Contribution



### Recommendations

1. Use the six principles in shaping policy and practices.
2. Focus on children's and families' strengths, creativity, capability and competence.
3. Recognition that attention given to transitions is part of ensuring quality in ELC and early Primary School.
4. Confirm child, family and educator participation in transition approaches through mutual consultation and support.
5. Include all families in transitions processes, providing appropriate support to ensure equity.
6. Leadership and support for educators involved in transitions process, with a particular focus on play, pedagogy, curriculum and reflection
7. Recognition that the transitions that are part of our system can be opportunities and tools for change.
8. Continued commitment to the entitlements of children, families and educators during the process of transitions.

