



## Educational Program & Practice

ELEMENT 1.1.3: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

### *Transitions & Interruption of Flow*

During the course of the day, there are times when it is necessary to assist children in transitioning from one space or activity to another. Whilst there are a number of ways to reduce the number of transitions required in a day, such as providing an indoor/outdoor program and progressive meal and rest times, there are instances when transitions are unavoidable. When these transitions occur abruptly they can interrupt children's flow and lead to disrupted learning, behavioural escalations and emotional upset.

### *Gently Weaving Music into Transitional Moments*

Music is a gentle yet powerful tool in aiding transitions throughout the day. Carefully selected songs with clear, concise lyrics that are directly related to the desired transition can assist children in completing their current activity and calmly moving to the next. When musical transitions are used daily, the children become familiar with the melodies and are able to move more easily from their current task or space to the next. Transitional songs can be used at many different times, including greetings, farewells, meal times (including during progressive mealtimes, to welcome children who are eating to the table), rest times (including during progressive rest times, to assist children in winding down), when moving from one space to another and when changing nappies or clothes.

### *Thoughtful, Purposeful Use of Song*

Using the same transitional songs in each room can result in increased comfort and familiarity when children move from one age group-based room to the next. Having a small set of whole-service songs for transitions can ensure this. Transitions should be sung by educators without backing music. They should be sung gently and repeated numerous times, with the expectation and understanding that children will need time and space to finish what they are doing before being ready to move on. Educators may wish to walk around the room and sing the transitional songs so that each child can hear them rather than raising their voices and attempting to sing over the whole room.

