

**Transitions:**  
*learning  
opportunities  
for everyone*



With delivery partners



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*Included below are reflective questions referred to during the webinar along with links to additional information, resources and references and answers to some questions we weren't able to respond to during the webinar*

## **In practice reflective questions**

*These reflective questions can be used to form the basis of a conversation with your Be You Action Team or Learning Community Leadership.*

- ☉ Take a minute to consider how your early experiences have affected your transitions as an adult now for yourself or with children?*
- ☉ If some families in your service value interdependence - how might this impact on transitions such as arrival time?*
- ☉ What transitions might have a negative influence on people's (both children and adults) wellbeing? Then consider together how these could be turned into a positive influence.*
- ☉ How do routines and rituals influence transitions? Discuss with your team if these have a positive or negative impact on the mental health and wellbeing of everyone involved in the transition?*
- ☉ Do transitions limit or interfere with a child's sense of agency?*
- ☉ How comfortable are you with the concept of children having power or allowing them to inform transitions through collaboration?*
- ☉ What do transitions look and feel like for FAMILIES at your place?*
- ☉ How do you maintain and promote your own wellbeing during transitions? With children? In your learning community – in your team?*
- ☉ Are transitions included in your Quality Improvement Plan?*

## **Links to additional information, resources and references from the webinar**

*Always Be You: supporting embedding Aboriginal and Torres Islander ways of knowing being and doing*

<https://beyou.edu.au/resources/always-be-you>

*Be You Wellbeing Tools:*

<https://beyou.edu.au/resources/tools-and-guides>

Be You Professional Learning: Mentally Healthy Communities domain, Connect module:  
<https://beyou.edu.au/learn/mentally-healthy-communities/connect>

Be You Professional Learning: Responding Together domain  
<https://beyou.edu.au/learn/responding-together>

Be You Professional Learning: Learning Resilience domain, Affirm module  
<https://beyou.edu.au/learn/learning-resilience/affirm>

Be You Professional Learning: Learning Resilience domain, Empower module  
<https://beyou.edu.au/learn/learning-resilience/empower>

Be You Professional Learning: Family Partnerships domain  
<https://beyou.edu.au/learn/family-partnerships>

AEDC data table  
<https://www.aedc.gov.au/data/data-explorer>

## Attendee questions and answers

### **What are some examples of the space between transitions?**

*Transitions are times when we move between and adapt to different spaces or places. We are often with different people and may have different experiences and expectations.*

*The space between transitions is the time between what has just happened and what is coming next. It is already present in our lives but it is about how aware we are of this 'space between' transitions.*

*How much attention do we pay to what has occurred before, what is happening around us and how 'tuned in' we are in this space so what happens next will not be a surprise.*

*This space in between has a close connection with mindfulness / awareness. Our aim should be to cultivate our awareness of what is happening in the present moment – with ourselves, others and the world around us. When we do this we notice the 'space in between'. This space is always there but we don't always notice or appreciate it.*

*Consider the many different ways adults transition from their working day to being home and think about the space in between and consider how 'tuned in' you are then...*

*Being collaborative and informative about what is happening now and what will happen next will inform a child being aware of the 'space between' transitions.*

*Rituals can also support a child's awareness of the 'space between' transitions. They may ask themselves, 'Who am I in this new place? And 'What is expected of me? Rituals such as playing relaxing or nature music during rest time, singing songs before the commencement of lunch all support the development of children's sense of awareness of the 'space between' transitions.*