

# Understanding the Continuity of Learning

Continuity of learning supports successful transitions and is crucial for optimising improved outcomes for children.

Educators in both the school space and the early childhood space need to place children and their experience in the education continuum at the centre of their practice, particularly at points of transition. This involves **knowing what and how children learn in each other's spaces** and occurs when there is a **focus on engaging, connecting and building relationships with local early childhood services.**

In the early childhood context curriculum is child centred and covers both content and dispositions for learning. Learning is seen in a more integrated way with learning outcomes centering on;

- identity and culture,
- connection and contribution,
- wellbeing,
- confidence in learning and effective communication.

These map to key learning areas within the NSW syllabuses

In terms of how children learn, play is seen as a context for learning. An inquiry and interest based approach is taken to ensure children are engaged and have agency over their learning.

Learning through play:

- provides opportunities for children to learn as they discover, create, improvise, test theories and imagine
- enables expression of personality and uniqueness
- promotes positive learning dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts supports a sense of wellbeing and promotes a valuing of diversity (EYLF P.9).

When schools invite preschool children and their families to visit the school as part of orientation, it is important to provide familiar, play-based activities that invite engagement and participation. Play is familiar, non-threatening and full of learning potential. Children, families, teachers and other staff are free to interact and respond to each other.

Source:  
NSW Dept of Education  
"Strong and successful  
start to school:  
Transition Guidelines"