



Supporting transitions with Discovery Early Learning Centre

Be You has given educators the skills and strategies at Green Point Early Learning Centre, Tasmania, to support children to navigate everyday transitions.



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How to use this story

This story provides a real-life example of how educators can use Be You resources, Fact Sheets and Professional Learning to navigate transitions.

Who is this story for?

Action Teams looking for inspiration to implement skills and strategies around transitions.

When could we use this story?

When developing your Action Plan as a way to share learning and discuss change to practice as a learning community or Action Team.

How can our Be You Consultant support us to use this tool?

Contact your Be You Consultant to provide your Action Team with advice and support every step of the way.

There are some great links at the end of this story, these include:

- Be You resources
- Support articles
- Sessions and Events.



Some mornings the Green Point bus becomes a submarine, others it's navigating the African savanna on safari – it all depends on Owen, one of the children in Green Point's Outside School Hours Care (OSHC) program.

Daily transformation and storytelling support Owen in transitioning from Green Point to School on a daily basis.

"When Owen came, he really struggled with communicating about his emotions and we would just see these big dysregulation moments, where he would try and evade, run away from the service or become very aggressive," says Green Point's Director, Kellie Bruce.

After tracking what was happening for Owen, Kellie and her team realised that his biggest triggers were the transitions he encountered on a daily basis.

Owen's everyday transitions included separating from his parents in the morning, settling into Before School Care, moving



Green Point's Director, Kellie Bruce.

onto the bus, settling on the bus, then onto School.

Kellie says it was the modules that make up [Be You's Professional Learning and Fact Sheets](#) that led Green Point's learning community to develop and apply strategies to help Owen and other children experiencing similar challenges.

"Having access to the modules, particularly around transitions, has helped me and our educators with ways of supporting children, and also understanding why transitions can be quite challenging for them throughout the day," continued Kellie.

One of those educators is Tash Keleher. At Green Point, she's Owen's safe person. As well as providing a predictable morning routine for Owen when he arrives at Green Point to help himself regulate, Tash travels with Owen on the bus to School.

“They have really changed not only my way of thinking, but also our educators, that children need support and need to be taught how to regulate their emotions.”

– Kellie describing the importance of Be You resources

It's Tash who discovered how to harness Owen's imagination to make that transition easier for him.

"We get on the bus and ask Owen, 'Where are we going?' and he will tell us we are going on an underwater adventure or to outer space," says Tash.

"He will come up with the whole journey." With the bus ride identified as one of Owen's most challenging transitions, the strategy has had a big impact.

The Green Point bus.





Owen hands a toy to his safe person Tash Keleher.

“Quite often when it was time to go to School, we’d see Owen refusing. He wouldn’t come and get his bag, he’d hide under tables. He just didn’t want to go. He’d already had the transition of coming into care and now it was another transition.

“Having access to the modules, particularly around transitions, has helped me and our educators with ways of supporting children, and also understanding why transitions can be quite challenging for them throughout the day.”

– Kellie Bruce, Green Point Director.

“He’s much happier and he’ll now come and get his bag, get on the bus and tell everyone else what we’re doing.”

Supporting self-regulation with the help of Be You

Be You has also highlighted the need to consider and teach self-regulation skills in supporting transitions for Kellie and her team.

“One of the biggest things I’ve learned is that self-regulation isn’t an innate skill children are born with – they need to learn how to self-regulate,” says Kellie.

Be You provides modules and resources that help educators appreciate the importance of self-regulation and understand how to support and develop children’s ability to do it.

“That’s really changed not only my way of thinking, but also our educators, that children

need support and need to be taught how to regulate their emotions” added Kellie.

With Green Point welcoming children from birth to five years into its early learning and preSchool programs, and four to 12 years into its OSHC, educators are presented with many other opportunities and ways in which to support children.

“We’re really lucky at Green Point that we have a cool down zone,” says Kellie.

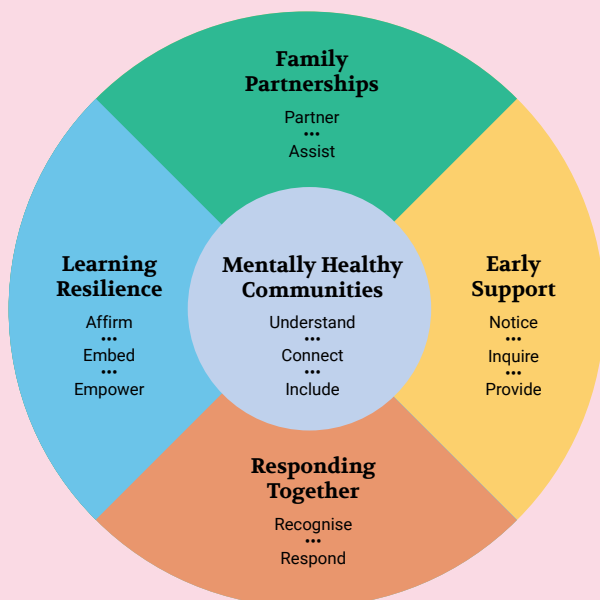
“That allows us to provide a space that has no stimulation, because sometimes it’s really hard to regulate when a room is incredibly stimulating and very noisy.



Educators engage with Be You resources.

Be You Professional Learning

Be You Professional Learning consists of 13 content modules grouped under five domains, with content centred around mentally healthy communities.



Mentally Healthy Communities is central to the content framework.

“Having a safe space to remove children to, co-regulate with an educator or to provide opportunity to self-regulate, depending on what that child needs, is really important.”

Green Point also has a purpose-built OSHC room, and an extensive nature-based outdoor environment which allows for child-lead transitions between the indoor and outdoor environment.

“Sixty per cent of the children that attend the Outside School Hours Care program would be classified as vulnerable,” says Kellie.

“A lot of children are already in foster care or kinship care, or their families are working directly with Family Support Services to

“ Now he’s much happier and he’ll now come and get his bag, get on the bus and tell everyone else what we’re doing. ”

– Kellie Bruce, Green Point Director.



Owen at play with Tash close by.



“Each of our educators now has time off the floor to work on Be You modules for what they’d like to implement in their room or feel will benefit their room and their families.”

– Kellie Bruce, Green Point Director.

support them with their parenting capacity. On top of that, they have come from hard places and trauma backgrounds. Some have medical diagnosis of ASD, ADHD and foetal alcohol syndrome.

“This layers a lot of challenges and dysregulation in the children, in the rooms, and some of those behaviours can be very challenging to face and need a whole team to support them.”

In response to this, at Green Point a Be You Champion has been appointed to help the learning community both embed but also customise the initiative. Her name is Dom Toomey.

“Each of our educators now has time off the floor to work on Be You modules for what they’d like to implement in their room or feel will benefit their room and their families,” Kellie says.

“Dom drives and supports the rooms with setting their Be You goals and how to implement them.”

Building a mentally healthy learning community

Kaileb Barracu is an OSHC educator at Green Point. He says Be You, as well as Dom’s knowledge and presence, is a valuable reward.

“If you don’t know how to tackle a situation, we can go onto Be You. If I’m having a bad day, I know I can go to the Be You Champion and they’re there to support me,” he says. Be You has also played an important role in supporting Kaileb’s relationship with Charlie, one of the children who regularly attends Green Point’s OSHC.

An energetic child who loves sports, cooking and being active, Charlie can find transitions challenging, particularly transitioning from



School to After School Care. He often arrives feeling unsettled and – until recently – that meant he’d remain disengaged from anything that was on offer at the service.

“Charlie and I have become really good mates,” says Kaileb.



“It’s a pretty good feeling to know that a child does want you to be there and wants you to listen to them and is willing to open up.”

– Kaileb Barracu, OSHC educator at Green Point.

“Our relationship has developed a lot over time, and I’ve definitely become his person, the one he looks up to and the one he looks out for.

“I’ve used a lot of the resources and tools Be You has on the website to implement things with Charlie.

“If he’s had a bad day at School, sometimes he can bring that energy into this centre and it takes time to help him come back and regulate into the setting.

“In cases like that, we go outside, we let him climb. I just let him keep climbing and we have a chat. He’s doing something he loves and I can still talk to him about how his day is, what’s upset him, if he feels like talking.”



Climbing trees at Green Point helps to regulate Charlie.



Kaileb Barracu, OSHC educator with Charlie at Green Point.

At Green Point, there’s also a ‘white board system’, where children – including Charlie – are encouraged to make note of the activities they want to do in OSHC. Kellie says it’s all about giving children a ‘voice’.

“We believe that’s really important,” she says.

“It helps children feel like they’re being heard and it also ensures that our programs can be spontaneous – if a child really wants to do something, right then and there, that’s okay.”

Given Charlie’s keen interest in cooking, at the beginning of each week, he’s encouraged to research recipes he wants to make and then write them, and a list of ingredients he needs, down.

“Once those ingredients are delivered, Kaileb and Charlie can cook,” explains Kellie.



Play time is an important part of feeling safe and secure.

“Initially it was just the two of them, but now we’re working on inviting other children into that experience as well.”

Feeling empowered using Be You

Having experienced mental health issues himself, Kaileb is particularly passionate about being able to support children’s mental health and wellbeing.

“Because mental health is a big thing, being able to be there for the children is a big thing. “It’s a pretty good feeling to know that a child does want you to be there and wants you to listen to them and is willing to open up.”

Be You has helped Kaileb keep conversations like that flowing.

“I’ve had a few children come up to me and say that they’re not feeling very welcomed or feeling very loved. Sometimes I haven’t really known what to say or how to go about some



Kellie’s Be You transition tips

- 1 Start with knowing children and seeing the whole picture including relationships, environment and time.
- 2 Use Be You Professional Learning to find out more about transitions. Develop and apply strategies to improve emotional regulation.
- 3 Use Be You Fact Sheets to share information with other educators about social skills and family relationships.
- 4 Work as a team to build children’s sense of security, identity and autonomy.
- 5 Use your Be You Champion to keep motivated and maintain momentum.
- 6 Keep connected to your Be You Consultant to continue building a mentally healthy community for everyone.

of those conversations. Going on to Be You, I've found so many helpful tools and strategies."

Kellie agrees, saying the knowledge she's gained from Be You has empowered her to have conversations with families about mental health and wellbeing.

"If I'm uncertain about something, Be You gives me a place to go and research. I'm in a very blessed position to be able to support all the children, their families and my educators.

"My own beliefs and values sit very closely with Be You and supporting mental wellbeing because it's just as important as people's physical wellbeing."

If you'd like to connect with a Be You Consultant and begin your Be You journey, register as a Be You Learning Community and join a Be You Essentials event to discover what [Be You](#) has to offer.

Kellie loves being a strong support for the children she cares for.



“If I'm uncertain about something, Be You gives me a place to go and research. I'm in a very blessed position to be able to support all the children, their families and my educators.”

– Kellie Bruce, Green Point Director.



Reflective questions

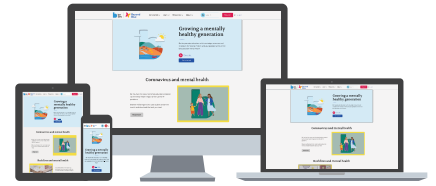
How can you use this story to open a discussion about transitions in your learning community?

How will you share how Be You has helped you improve transitions with children and families?

What protocols exist between educators, new settings and allied health professionals to share information to support children, young people and their families at times of change?

How do we use transitions within and between learning communities to support and strengthen individual children and young people's mental health and wellbeing in partnership with their families?

Here are some links to additional Be You resources that might also be of interest.



Be You resources

- 1 [Transitions in learning communities](#)
- 2 [Be You Professional Learning](#)
- 3 [Be You Action Teams](#)
- 4 [Be You Consultants](#)



Implementation Support articles

- 1 [Transitions in education settings](#)
- 2 [Healthy transitions](#)



Sessions and Events

- 1 [Transitions as empowerment opportunities](#)
- 2 [Transitions: preparing children and young people for change](#)
- 3 [Be You and School Age Care](#)



Looking for more inspiration? Why not watch the [video](#) associated with this story or share in your meetings.

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