



National Practices for Early Childhood Road Safety Education: Continuity of Learning and Transitions

The early years are a critical time to introduce key concepts for lifelong learning. Road safety education is an important component of early childhood education as it lays the foundation for children to become safer road users. The National Practices for Early Childhood Road Safety Education have been developed by early childhood education and road safety experts across Australia and New Zealand. The eight national practices are aligned with the Early Years Learning Framework.

National Practice No. 7 – Continuity of Learning and Transitions: Use the opportunity of transitions, in active partnership with children, families and the local community, for road safety education.

What is it? Transitions to/from the facility and across age groups or to school offer opportunities for children to learn to take increasing responsibility for their own safety and wellbeing and that of others, especially as they gain independence. The experience of moving successfully from one group or space to another, or one experience to another, equips children to manage their everyday lives now and in the future. By building on these experiences, educators help children to feel secure, confident and included. When educators pay attention to these times, focusing on continuity and intention, they maximise the possibilities for holistic learning that incorporates physical, cognitive, social and emotional development. Transitions provide great opportunities to embed road safety education into the curriculum.

- During enrolment periods, make a point of conversing with children and their families about various modes of travel to and from the service, for example:
 - using correct and well-fitted booster seats and/or child restraints in the car
 - getting out of the car on the safety side
 - crossing the road

- travelling on public transport together safely, and
- holding hands with adults when using the footpath.
- Invite children to discuss the various modes of travel they use to and from the service, and also elsewhere in their lives, and they can navigate these in a safe way.
- Consider discussing the ways in which other road users utilise different modes of transport as they get older, and how these might change as children get older and gain more independence. Prompt children to consider what road safety may look like across different age groups (e.g. for babies, pre-schoolers, primary school-aged children, teenagers and young adults).
- Engage children in active discussion around the safer road strategies they practice, and encourage them to think about how these behaviours keep them and those around them safe.
- On excursions, prompt children to demonstrate being safe pedestrians, and vocalise safer road behaviours as you perform them.
- Set up transition games to provide opportunities for children to apply their road safety knowledge in different contexts for continuity of learning.

