

Transition Learning and Development Statement

Child's first name: Julie Surname: SMITH

Child's date of birth: _____ Child's gender: Male Female

Child's primary school (where known): _____

Outside school hours care service (where known and applicable): _____



Parent/Guardian contact details:

Name: _____

Relationship to child: _____

Phone: _____

Email: _____

Early Childhood Service contact details:

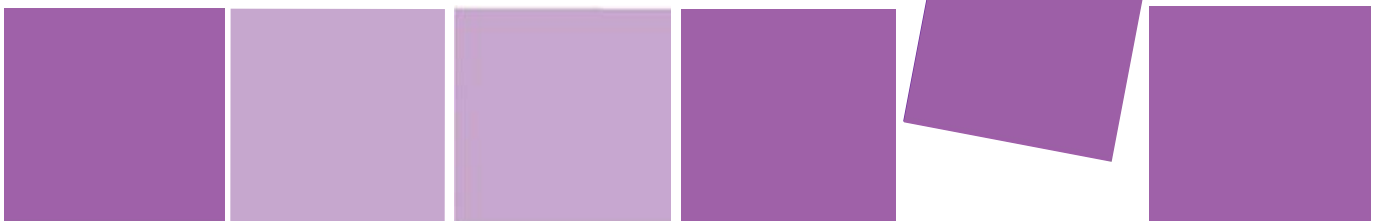
Name of service: _____

License ID: _____

Educator's name: _____

Position _____

Email: _____



Transition: A Positive Start to School

Child's name: Julie SMITH

FOR PARENT/GUARDIAN

The Transition Learning and Development Statement summarises your child's strengths as they start school, identifies their interests and indicates how they can be supported to continue on their learning journey.

Please read the *Guidelines to help families complete the Transition Learning and Development Statement – Part 1: the family* for more information about the Transition Learning and Development Statement; how to fill in your part of the Statement and what happens to the Statement once it is completed.

Guidelines to help families complete the Transition Learning and Development Statement – Part 1: the family has been translated into 21 community languages which are available at www.education.vic.gov.au/earlylearning/transitionschool/profresources/caldresources/htm.

When you have completed *Part 1: the family*, your child's early childhood educator will put it with *Part 2: the early childhood educator* and give you a copy of the full Statement. If you give consent, the early childhood educator will pass it on to your child's school (where known) and outside school hours care service (if applicable).

You can request access to the personal information about you and your child contained in the Statement and you can request that it be corrected. This information will be retained by the early childhood service, school and outside school hours care service in accordance with Victorian privacy laws.

For more information visit www.education.vic.gov.au/earlylearning/transitionschool or phone the DEECD Information and Referral Service for your DEECD Regional Office on 1800 809 834

CONSENT

Do you consent to this Statement being shared with your child's school?

Yes No

Do you consent to this Statement being shared with your child's outside school hours care service (if applicable)?

Yes No

Do you consent to the early childhood educator discussing the information in this Statement with your child's prep teacher?

Yes No

Signature of Parent/Guardian _____

Date _____

FOR EARLY CHILDHOOD EDUCATOR

Early childhood educator requests opportunity to discuss this information further with prep teacher
(Parent/Guardian consent is required for this contact to be made)

Yes No

Preferred contact: By phone: Best time(s) to call: _____

By email: Best email address: _____

Signature of Early Childhood Educator _____

Date _____

Transition Learning and Development Statement – Part 1: the family

SECTION A

This section is to be completed by the child's Parent/Guardian.

You should have received a copy of the Guidelines to help families complete the Transition Learning and Development Statement – Part 1: the family from your child's early childhood educator. If you did not receive a copy of the guidelines please visit www.education.vic.gov.au/earlylearning/transitionschool or phone the DEECD Information and Referral Service for your DEECD Regional Office on 1800 809 83

Child's first name: Julie Surname: SMITH

Name of person completing this form: Carol SMITH

Relationship to child: Mother

Is your child of Aboriginal and/or Torres Strait Islander descent? Yes No

Did your child have a three and a half year old consultation with a maternal and child health nurse? Yes No Not sure

Information to help your child transition to school

This may include:

- Your child's background (e.g. family members, language spoken at home, important family events, etc)
- Your child's experiences at home and in the community
- Your views about your child starting school
- What your family thinks might help your child settle into school

Julie has attended the Early Learning Centre for child care for two days a week for the last four years. She has one sibling; her brother John who attends the local Primary School and is in Grade 1. Her father and I recently returned from a long holiday in Europe with the children. Over that time Julie has developed a whole new level of maturity, independence and curiosity.

She is very clear in her interests and follows them avidly. For example, at kinder she took a piece of play equipment and turned it into a Chinese dragon with the other children joining in. Her kinder teacher followed up this interest by linking it with Chinese New Year activities that she loved. I would hope that there is the opportunity for her interests to lead some of the experiences of Prep, as this style of learning really suits her.

Julie is looking forward to starting school. She feels she shouldn't have to wait until next year and can't quite understand why she can't just come now. It's more than excitement, it seems to be a very clear decision and acceptance on her part that she is ready and Prep is where she wants to be. It's quite lovely.

Julie is a very bright, optimistic and happy child who enjoys almost any environment. She does have strong opinions about what is 'right' as most children do, but she persists in inquiring if she is not satisfied with the response – it is important to explain the 'whys' to her, then she accepts it and moves on easily.

We think Julie will settle into school very well. Our hope is that her independence and inquiring mind is nurtured.

Transition: A Positive Start to School

Child's name: Julie SMITH

SECTION B

This section may be completed by you or the early childhood educator who works with your child. It should be completed with the child and reflect the child's views.

Name of person completing this form: Carol SMITH

Relationship to child: Parent/Guardian Early childhood educator

Your child's views about starting school

This may include:

- What your child likes/what makes them happy
- What your child is looking forward to
- What your child wants to know about their school
- What your child wants their prep teacher to know about them

I like icy poles and ice cream. My Mum and my Dad make me happy. I played in the mud today which made me happy. I like playing with Stella my dog so much.

I am looking forward to seeing John my brother at school and I can't wait to see who my teacher is and playing with all the school toys, then going home and seeing my Mum. I can't wait to order a hot dog for lunch.

I would like my teacher to know that I like to dance, how I catch fish, that I like reading books with Mum and my Dad and at childcare and at kindergarten and by myself. I want my teacher to know I have a dog called Stella who is blind, she is a poodle. Also that I really like pretending to be a cat and a dog and dinosaur- all sorts of animals.

Love Julie and all my family too.

Child's name: Julie SMITH

Transition Learning and Development Statement – Part 2: the early childhood educator

This part is to be completed by the child's early childhood educator.

A Professional Development Booklet: How to write and interpret the Transition Learning and Development Statement is available at www.education.vic.gov.au/earlylearning/transitionschool/profdevelop.htm or phone the DEECD Information and Referral Service for your DEECD Regional Office on **1800 809 834**

Name of the early childhood educator _____

Position Teacher _____

The context of the early years setting

This may include:

- Philosophy of learning environment
- Description of program delivery
(e.g. five hour sessions twice a week, total number of children, part of long daycare program)
- Attendance history of child

Julie regularly attended a 15 hour Kindergarten program delivered over 3 five hour sessions.

Play-based program where children are free to choose from a wide range of developmentally appropriate activities based upon their interests. Although play-based, there are some structured activities, increasing in length and complexity as the year progresses, with the expectation children participate to their developmental level.

Program caters for all areas of development fine motor, gross motor, cognitive and is designed around the Early Years Learning Framework.

Each session, the children participate in a large group time, the length of which is increased as the year progresses. This group time may consist of music, movement, stories, games and whole group discussions.

Things that might help the child settle into school

Julie is a competent, confident person who should settle into school with little difficulty. Although she very much enjoys her own world, she will enjoy having the company of peers from Kindergarten.

Child's name: Julie SMITH

IDENTITY – The child's sense of identity

- In conflict situations, Julie is able to use expressive language to solve issues with skill.
 - Strong skills to negotiate with peers.
 - Can take both the leading and following role in peer interactions.
 - Always follows routines and class rules.
 - Always able to offer opinion in large and small group discussion remaining on topic.
 - Responds positively to occasional encouragement from staff.
 - Will seek staff approval/assistance if required.
 - Is able to move through transitions and adjusts well to change.
 - Enjoys and rises to the offer of more complex challenges and persists with same.
 - Speaks confidently and easily about own experiences and observations with staff and peers.
 - Julie always shows an awareness and concern for the needs of others.
 - Has a good sense of humour and will share this with peers and staff.
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COMMUNITY – The child's connection with and contribution to their world

- Always able to firmly negotiate roles and relationships in group experiences.
 - Julie always responds with respect to approaches by peers and staff.
 - Interacts well with peers. Is welcoming to all who enter into her play.
 - Has developed turn taking and sharing skills.
 - Participates in and follows group routines.
 - Listens to and follows instructions of more than three instructions.
 - Will speak up when peers are being treated unfairly.
 - Is aware of and displays respect for diversity and differences.
 - Is able to take care of own possessions.
 - Uses play to investigate and explore new ideas. Cooperates and works collaboratively with a group.
 - Takes responsibility for the environment by participating in routines including pack up.
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Child's name: Julie SMITH

WELLBEING – The child's sense of wellbeing

- Julie participates enthusiastically in physical play activities. She runs, jumps, climbs, rolls, cartwheels and participates in all play activities confidently.
- Is independent in personal hygiene, care and safety.
- Makes choices, accepts challenges and takes considered risks.
- Manages change and copes with frustration and the unexpected easily and calmly.
- Has clear left hand preference uses tripod grip with excellent control of implements.
- Combines gross and fine motor movement, spatial awareness and balance to move around the Kindergarten confidently and safely.
- Independently using all equipment, materials, tools and objects with increasing co-ordination.
- Julie joins in increasing complex patterns of activity including dance, creative movement with enthusiasm.
- Has the confidence to ask for assistance from adults if required.

LEARNING – The child's confidence and involvement in learning

- Julie has the skills of an active, curious and involved learner able to work in solitude or in small or large groups.
 - Always asks questions using when, where, why, what to further knowledge.
 - Always able to maintain the topic of conversation.
 - Always ready to attempt and persists with new experiences and experiences which are challenging.
 - Recognises colours and shapes including rectangle, square, diamond, circle, triangle and crescent.
 - Has spent time sorting and classifying objects and exploring with patterning activities.
 - Able to concentrate for long periods.
 - Extremely capable of initiating and selecting own activities showing curiosity with most.
 - Always willing to and self-selects fine motor/literacy/craft activities. Always persisting to completion with care.
 - Listens to and accepts guidance from staff.
 - Is developing numeracy skills, recognising written numbers up to ten.
 - Uses 1:1 correspondence to 10 plus. Rote counts 20 plus.
 - Enjoys participating in literacy activities and is starting to use letter/sound recognition.
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Child's name: Julie SMITH

COMMUNICATION – The child's communication

- Julie displays mature expressive communications skills. Speech is clear. Uses long grammatically correct sentences.
- Is aware of and can speak about past, present and future. Enjoys and often shares with adults and peers stories from home.
- Interacts well verbally and non-verbally with peers in a number of purposes and settings.
- Enjoys group singing, acting, chants and rhymes and is able to express preferences in same.
- Uses expressive language to express feelings/needs both positive and negative to staff.
- Is often observed sharing, reading and listening to stories alone, with friends and in large group situations. Able to listen to and recall passages in stories.
- Uses a range of expressive strategies to enter into play and social situations.
- Is aware of words of location, measurement, days of the week, yesterday, today and is developing sense of time.
- Writes name using left handed tripod grip.
- Recognises written names of peers.
- Developing letter/sound relationships.

The child's interests

- Julie has a wonderful, fertile, imagination and uses this in all her work and play.

Additional information – (optional)

SAMPLE