

## Guidelines to help families complete the Transition Learning and Development Statement – Part 1: the family

Starting school is a major life transition for your family and your child. It is a time of change that can be both rewarding and challenging.

Your child's experience of school is likely to be different from yours. As families, the support you give your child to start school is important.

Early childhood services, schools, outside school hours care services and families are partners in children's learning and development. Your views about your child and your child's views about starting school are important. Sharing information about your child's background and experiences at home and in the community helps schools provide support for your child during the important transition to school.

To make it easier to share information between services, schools and families a **Transition Learning and Development Statement** has been developed.

### What is the Transition Learning and Development Statement?

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.

Filling out the Statement is one part of a program of transition-to-school activities you and your child can participate in before school starts and throughout the school year.

### Which part of the Statement do I fill in?

*Transition Learning and Development Statement – Part 1: the family (Section A and B)* is for you and your child to fill in.

*Section C* (optional) is for you to complete if your child has additional learning and development needs, a disability or developmental delay.

*Transition Learning and Development Statement – Part 2: the early childhood educator* is for the early childhood educator to fill in.

### What information do I need to put in the Statement?

**Part 1 Section A: Information you think will help your child transition to school**

**Section A** records the information you think will help your child transition to school. This could include:

- **Your child's background**  
Background information can help teachers understand some of the things that are important to you and your child. Knowing some of these things can help teachers respond in appropriate ways to your child and your family and will support your child's learning and development. Some things you might like to include in this section are:
  - Names of relatives and friends who are important to your child
  - Language(s) you speak at home
  - Events in your family, for example the birth of a baby, a family holiday or moving house
  - Changes to your family structure.

- **Your child's experiences at home and in the community**

Before they go to school many children attend early childhood services such as playgroups, long day care, family day care, occasional care, outside school hours care, funded kindergarten programs and specialist educational support services.

Knowing about these experiences can help teachers make connections with your child and support them at school. Where possible, it is helpful to note the services your child has attended and, if you are happy for the services to be contacted, their contact details.

Some children may also access ongoing services when they start school. It is important to note these services on the Statement and to talk with teachers about them.

If your child has a severe disability and is receiving a Kindergarten Inclusion Support Services (KISS) package, please talk to your child's early childhood educator about the *Sharing Our Journey* transition to school process.

- **Your questions and views about your child starting school**

When first thinking about your child starting school, you may be keen to know who their teacher will be, what the curriculum will be like, what provisions are made for children with special educational needs or what happens in the first few weeks of school.



You are encouraged to use this section to ask questions about your child starting school. You may also wish to note your expectations for your child at school and your involvement with the school, for example:

- what you hope your child will gain from being at school
- what you would like your child to be involved in at school
- how you would like to be involved at your child's school
- how you can support your child's learning in partnership with your child's teacher.

If you have any issues about your child starting school, you can note them here. When teachers are aware of your concerns, they can discuss them with you and help address them.

#### • **What you think might help your child settle into school**

It may be useful to note things your child might need assistance with and the things you do to help them, for example dressing themselves, communicating, concentrating or participating in group activities. Providing details of the things that might upset your child and how you respond to these situations can also help teachers quickly identify when things are not going well and how best to respond.

#### **Part 1 Section B: Your child's views about starting school**

Children are usually excited and/or a bit nervous about starting school. They know it will be a fun new experience and they are very keen to be considered 'big', but they may be a bit anxious when they are not exactly sure what will happen.

**Section B** records your child's views about starting school. It may be filled in by you or the early childhood educator who works with your child. It is important that this section reflects your child's own views.

Completing this section with your child provides an opportunity to talk about starting school. This section could include:

#### • **What your child is looking forward to about starting school**

Some questions you might like to ask your child could include:

- What would you like to do at school?
- What do you think school might be like?

#### • **What your child wants to know about their school**

Children are likely to have questions about:

- the physical facilities of the school, for example where the toilets are
- school rules
- the school day and their teachers
- making and keeping friends
- getting themselves ready for school at home.

#### • **What your child wants their prep teacher to know about them**

Some questions you might like to ask your child could include:

- what they find hard, easy or fun
- What things are you good at that we can tell your prep teacher about?
- What things might you need help with at school?
- How will your teacher know when and how to help you?
- Is there anything else that your teacher might be able to do to help you feel happy at school?

#### **Part 1 Section C (optional)**

**Section C** (optional) is for you to complete if your child has additional learning and development needs, a disability or developmental delay.

Information about additional services you have accessed before your child starts school can be recorded here.

If you need more information about Section C, speak with your child's early childhood educator.

## What happens after I have filled in my part of the Statement?

When you have filled in your part of the Statement, there are a number of steps to follow so this information gets to your child's prep teacher.

1. You return *Part 1: the family (Section A and B)* to your child's early childhood educator. If you have filled in *Section C*, return it with *Section A and B*.
2. The early childhood educator puts your part of the Statement with *Part 2: the early childhood educator*.
3. You read the full Statement.
4. The early childhood educator will ask you to give consent for the Statement to be shared or discussed with your child's school and outside school hours care service (if applicable). If you have any questions about giving consent, please speak to your child's early childhood educator. **The Statement cannot be passed on without your consent.**
5. The early childhood educator gives the Statement to your child's school and out of school hours care service (if applicable), gives you a copy and keeps a copy on record.

If you are not sure which school your child will attend, you will need to give a copy of the Statement to the school when you enrol your child.

## For more information

Please visit [www.education.vic.gov.au/earlylearning/transitionschool](http://www.education.vic.gov.au/earlylearning/transitionschool) or phone the DEECD Information and Referral Service for your DEECD Regional Office. Phone: **1800 809 834**

This document has been translated into 21 community languages which are available at [www.education.vic.gov.au/earlylearning/transitionschool/profresources/caldresources.htm](http://www.education.vic.gov.au/earlylearning/transitionschool/profresources/caldresources.htm)