

Transition: a positive start to school

Guidelines to help families complete the Transition Learning and Development Statement

Why is a positive start to school important?

A positive start to school leads to better learning and wellbeing outcomes for your child both during the transition period and beyond. Ensuring effective and positive transitions also supports the continuity of your child's learning and development. Placing greater emphasis on the continuity of learning recognises that building on your child's prior and current experiences helps them to feel secure, confident and connected to people, places, events and routines. Having a positive start to school promotes resilience among young people.

What is the Transition Learning and Development Statement?

Early childhood services, schools, Outside School Hours Care (OSHC) services and families are all partners in nurturing children's learning and wellbeing. To make it easier to share information between services, schools and families an individual Transition Learning and Development Statement (TLDS) is written by the early childhood service for every child as they go onto school.

The TLDS shares information about your child's learning, development and wellbeing between early childhood services and schools. The TLDS summarises your child's interests, skills and abilities and identifies individual approaches and teaching strategies to support your child on their learning journey.

The TLDS can help you to understand, support, communicate about, and advocate for your child's learning as they transition to school. The information in the TLDS helps Foundation/Prep teachers get to know your child and plan appropriate learning and teaching programs. If you are planning on your child attending OSHC, the TLDS also helps OSHC educators plan for your child's engagement in the OSHC service and supports continuity between settings.

The TLDS contains some personal information including your child's name, date of birth and photo, your name and contact details. It may also contain the name and contact details of other early childhood professionals supporting your child.

Contributing to your child's TLDS is one of the transitions to school activities you and your child can participate in before school starts.

How do I access my child's TLDS?

Your child's early childhood service will provide you with a link to the Online Transition Learning and Development Statement (TLDS) tool. The Online TLDS is the preferred method for completing a TLDS.

If you are unable to use the online tool, a hard copy can be provided.

Which part of the TLDS do I fill in?

Section 1 and *1.1* are completed by your child's early childhood educator.

Section 1.2 may be completed by your child's early childhood educator if your child has a developmental delay or disability. Other early childhood professionals who support your child may also contribute to this section.

Section 2: The Child is completed by your child with an adult they know and feel comfortable with. This may include yourself or your child's early childhood educator.

Section 3: The Family is for you to fill in. It is important for you to contribute your thoughts and insights to your child's TLDS. This section contains questions to help prompt you, including about your child's interests as well as your hopes, wishes and goals for your child at school. Answering some or all these questions can help your child's teacher and OSHC educator (where applicable) respond in appropriate ways to your child and your family and will support your child's learning and development.

What happens after the TLDS is completed?

Once you have filled in *Section 3: The family* and the TLDS is completed, your child's early childhood educator will give you a completed copy.

Your child's early childhood educator will also share a copy of the complete TLDS with your child's school and OSHC service (where applicable).

If you are not sure which school your child will attend, your child's early childhood educator will provide you with a second copy of the TLDS so you can provide a copy to your child's school when you enrol your child.

If *Section 3: The Family* isn't returned to the service, then your child's early childhood educator will share the completed sections with your child's school and OSHC service (where applicable) and give you a copy of what is shared for you to keep.

Research and feedback from schools has indicated that sharing this information supports a successful transition to school. However, if you do not want the TLDS shared with your child's school, please discuss this with your child's early childhood educator.

Appropriate and safe information sharing ensures that Victorian education and care professionals have the knowledge and information needed to promote and respond to child wellbeing or safety needs and risks.

Information about your child and family may be shared as required, including where sharing is necessary for the early childhood service to meet its duty of care, anti-discrimination, occupational health and safety, and child wellbeing and safety obligations. For more information, visit <https://www.vic.gov.au/information-sharing-schemes-and-the-maram-framework>

For more information

Please visit www.vic.gov.au/complete-online-transition-learning-and-development-statement

This document has been translated into a number of community languages which are available at www.vic.gov.au/complete-online-transition-learning-and-development-statement.