

EDUCATOR'S GUIDE TO THE TRANSITION TO SCHOOL STATEMENT

This Guide is a resource for educators and teachers who use the Transition to School Statement. It can guide the responses of early childhood educators, and assist kindergarten teachers to interpret these responses.

Why use the Transition to School Statement?

The Transition to School Statement gives a snapshot of the learning, development, and background of children moving from an early childhood service to kindergarten. It complements other transition activities, such as information and orientation sessions, school preparation and family engagement.

The more early childhood educators use the Transition to School Statement, the more useful it will be for kindergarten teachers to build a strong educational foundation for the children they teach.

The Statement is focused on:

1. Using a child-centred approach
2. Providing continuity of learning between ECE services and schools
3. Ensuring equity in school transitions.

Transition to school in context

Starting school is a big milestone for children and their families. This transition between learning environments can be both challenging and exciting, and there are many different programs and activities that schools, services, and families are involved with that are designed to support the transition process.

Over the page is a timeline of activities that commonly take place in the year before school for services that provide preschool programs.

A key goal of the Transition to School Statement is to support continuity of learning and teaching strategies for children moving from early childhood education to kindergarten.

A strong start in early education has sustained positive benefits to children, families, schools, and the broader community.



TRANSITION TO SCHOOL TIMELINE

Year before school



In NSW, children move from educational programs shaped by the Early Years Learning Framework (EYLF) in preschool programs, to the Early Stage 1 Curriculum in kindergarten. The Transition to School Statement, completed by early childhood teachers, is designed to bridge the gap between the two learning models. The intention of the Statement is that it has immediate practical value to kindergarten teachers, capturing the experience and expertise of the early childhood educators in a way that they can use to provide continuity of learning for each child.

In the transition to school period, early childhood educators and kindergarten teachers need to be able to understand where a child is coming from (EYLF) and where they are likely to enter the Early Stage 1 Curriculum (ES1). This is what the Transition to School Statement is intended to support.

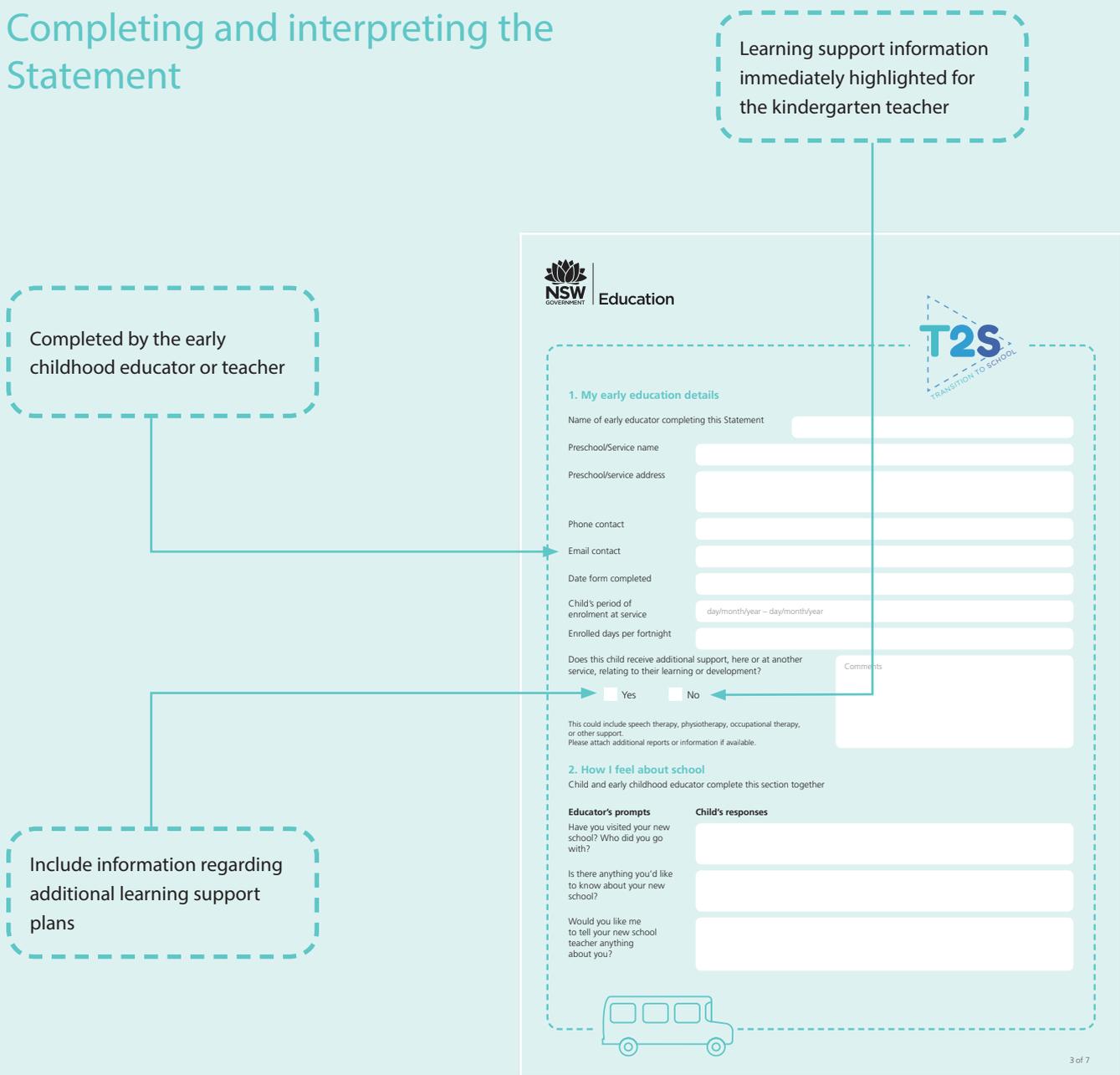
EYLF outcomes and their links to the Early Stage 1 Syllabus

The Transition to School Statement prompts early childhood educators to provide information on learning and development indicators and advice on the intentional teaching strategies for each child they have used.

These outcomes are based on the Early Years Learning Framework (EYLF).

The Statement links to different curriculum indicators in the Early Stage 1 Syllabus. This Guide shows the links between the EYLF and the ES1 syllabus, so by using this approach the Statement can effectively be read as a learning and development 'handover' from the early learning service to the school.

Completing and interpreting the Statement



2. How I feel about school

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Child and early childhood educator complete this section together

Educator's prompts
Have you visited your new school? Who did you go with?
Is there anything you'd like to know about your new school?
Would you like me to tell your new school teacher anything about you?

Child's responses

3 of 7

Designed to engage the child in actively considering their transition to their new school

3. My learning and development outcomes

The five EYLF outcomes are divided into demonstrative behaviours, which together present a snapshot of the child's preferences, learning styles, and abilities.

Outcome 2: Connection with and contribution to the world

	Always	Usually	Sometimes	Needs support
Participates in large and small groups				
Shows awareness of the needs of others				
Shares knowledge and experience in play and learning				
Builds and maintains relationships with others				

LINKS TO ES1 PD/HPE Science English

Intentional teaching strategies used or recommendations related to this outcome:

4 of 7

ECE educator marks child's indicators

Snapshot of child's behavioural indicators

Which part of the ES1 these indicators link to

ECE educator notes information which could help create a learning plan. This may include intentional teaching strategies, suggestions, or tips that may be useful for the kindergarten teacher

The Early Years Learning Framework provides early educators with tips, suggestions, and strategies to support children in achieving the five overarching outcomes it encompasses. Early childhood educators may have had particular success with a learning style, inclusion strategy, family and community dialogue and

support, or other strategies that enhance a child's learning environment and wellbeing.

Individualised strategies are helpful to prepare teachers as they begin to plan their teaching approaches and programs for the

start of the school year. This knowledge of the child and their particular circumstances is invaluable for kindergarten teachers and schools. It helps them to provide continuity of support, and to sustain and encourage learning as part of a positive, collaborative process.

Try to make your notes specific and concise, so they are easy for the kindergarten teacher to use.

Example:

Outcome 2: Connection with and contribution to the world	Always	Usually	Sometimes	Needs support
Participates in large and small groups	X			
Shows awareness of the needs of others			X	
Shares knowledge and experience in play and learning				X
Builds and maintains relationships with others				X

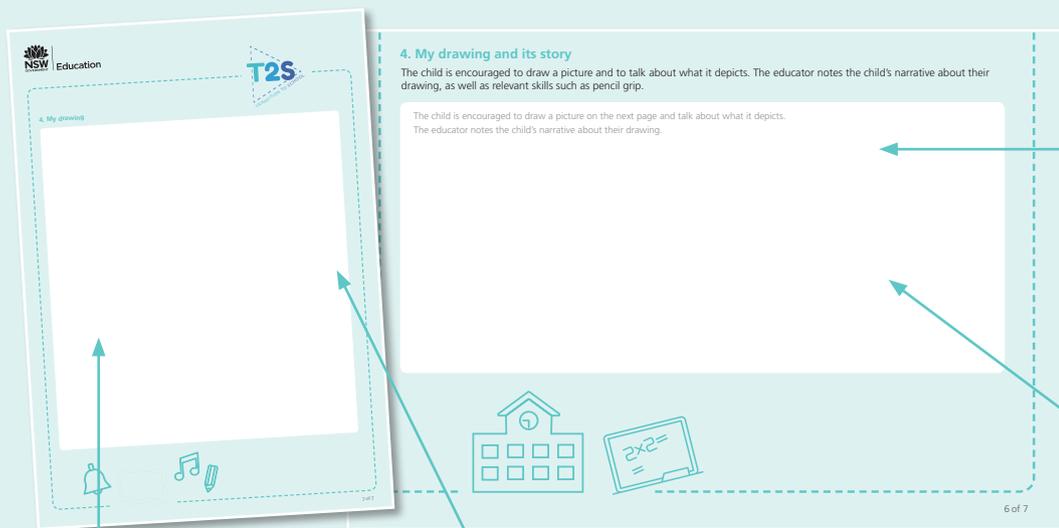
LINKS TO ESI: PDHPE Science English

Sebastian loves playing with everyone, and is keen to be involved, but struggles to express himself. He is verbally very shy because he has a slight stutter. We encourage all teachers and children to reduce their rate of speech, and to include pauses, to allow him time to formulate his response, and we teachers model simple vocabulary and grammar. This has improved Seb's confidence and inclusion, but he will need ongoing support.

The comments explain the early childhood educator's evaluation against outcome indicators based on observation

4. My drawing and its story

The drawing part of the Statement could take place while the educator and the child are in conversation about school.



4. My drawing and its story

The child is encouraged to draw a picture and to talk about what it depicts. The educator notes the child's narrative about their drawing, as well as relevant skills such as pencil grip.

The child is encouraged to draw a picture on the next page and talk about what it depicts. The educator notes the child's narrative about their drawing.

This gives kindergarten teachers a 'heads up' as to what to expect from the child while working in class

Early childhood educator notes the child's description of what's happening in the picture, as well as the child's pencil grip, attention span, or other insights

Early childhood educator encourages the child to draw a picture (which may or may not relate to school)

Kindergarten teachers gain understanding of child's visual and verbal self-expression

Understanding how EYLF links to Early Stage 1 Syllabus

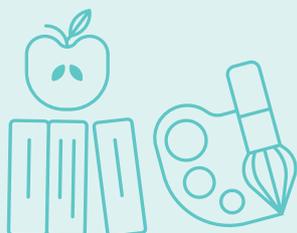
The following table provides a detailed breakdown of how each EYLF outcome, and the indicators listed on the Transition to School Statement, relate to six areas of the ES1 syllabus:

- Personal Development, Health and Physical Education (PDHPE)
- Science
- English
- Creative Arts – Visual Arts, Music, Drama, Dance
- Mathematics
- Human Society and Its Environment (HSIE) – History and Geography

Early Years Learning Framework Outcomes and indicators This is evident when the child:	Links 	Early Stage 1 Outcomes and indicators This develops when the child:
Outcome 1: Sense of Identity	<ul style="list-style-type: none"> <li style="background-color: #4CAF50; color: white; padding: 2px;">PDHPE ✓ <li style="background-color: #8BC34A; color: white; padding: 2px;">Science ✓ <li style="background-color: #2196F3; color: white; padding: 2px;">English ✓ <li style="background-color: #9C27B0; color: white; padding: 2px;">Creative Arts ✓ <li style="background-color: #FFC107; color: white; padding: 2px;">Mathematics ✓ <li style="background-color: #F44336; color: white; padding: 2px;">HSIE ✓ 	(Early Stage 1 curriculum – hyperlink to each relevant area) (ES1 outcomes and indicators – hyperlink to relevant one)
Participates in learning and play	Relates to all ES1	
Shares and negotiates resources with others	<p>GSES1.8</p> <p>INES1.3</p>	<p>Demonstrates fundamental movement skills while playing with and sharing equipment</p> <p>Relates well to others in work and play situations</p>
Responds when distressed or upset	<p>COES1.1</p> <p>PSES1.5</p>	<p>Expresses feelings, needs and wants in appropriate ways</p> <p>Seeks help as needed when faced with simple problems</p>
Outcome 2: Connection and contribution to the world	<ul style="list-style-type: none"> <li style="background-color: #4CAF50; color: white; padding: 2px;">PDHPE ✓ <li style="background-color: #8BC34A; color: white; padding: 2px;">Science ✓ <li style="background-color: #2196F3; color: white; padding: 2px;">English ✓ 	
Participates in small and large groups	<p>ENe-1A</p> <p>DAES1.3</p>	<p>Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Responds to and communicates about the dances they view and/or experience</p>
Shows awareness of the needs of others	<p>IRES1.11</p> <p>STe-7NE</p>	<p>Identifies how individuals care for each other</p> <p>Observes, using their senses, how daily and seasonal changes in their environment affect them and other living things</p>
Shares their knowledge and experience in play and learning	<p>ENe-12E</p> <p>STe-1VA</p> <p>STe-4WS</p> <p>DAES1.3</p>	<p>Demonstrates awareness of how to reflect on aspects of their own and others' learning</p> <p>Shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs and wants and opportunities</p> <p>Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas</p> <p>Responds to and communicates about the dances they view and/or experience</p>

Early Years Learning Framework Outcomes and indicators This is evident when the child:	Links 	Early Stage 1 Outcomes and indicators This develops when the child:
Builds and maintains relationships with others	INES1.3	Relates well to others in work and play situations
Outcome 3: Children's wellbeing	<div style="background-color: #4CAF50; color: white; padding: 2px; display: inline-block; margin-bottom: 2px;">PDHPE </div> <div style="background-color: #9C27B0; color: white; padding: 2px; display: inline-block;">Creative Arts </div>	
Self-regulates emotions	COES1.1	Expresses feelings, needs and wants in appropriate ways
Demonstrates physical skill and ability	MOES1.4 ALES1.6 DAES1.7 GYES1.10 DRAES1.2 DAES1.1 DAES1.2	Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences Develops a repertoire of physical activities in which they can participate Moves in response to various stimuli Performs basic movement patterns to show actions of the whole body Dramatises personal experiences using movement, space and objects Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities Explores movement using the elements of dance in response to a stimulus to express ideas, feelings or moods
Manages personal hygiene and self-care	PHES1.12 STe-1VA	Displays basic positive health practices Shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs and wants and opportunities
Outcome 4: Confident and involved learner	<div style="background-color: #4CAF50; color: white; padding: 2px; display: inline-block; margin-bottom: 2px;">Science </div> <div style="background-color: #2196F3; color: white; padding: 2px; display: inline-block; margin-bottom: 2px;">English </div> <div style="background-color: #9C27B0; color: white; padding: 2px; display: inline-block; margin-bottom: 2px;">Creative Arts </div> <div style="background-color: #FF9800; color: white; padding: 2px; display: inline-block; margin-bottom: 2px;">Mathematics </div> <div style="background-color: #F44336; color: white; padding: 2px; display: inline-block;">HSIE </div>	
Shows interest in learning	VAES1.2 VAES1.3 MAe-1WM MAe-2WM MAe-3WM HTe-1	Experiments with a range of media in selected forms Recognises some of the qualities of different artworks and begins to realise that artists make artworks Describes mathematical situations using everyday language, actions, materials and informal recordings Uses objects, actions, technology and/or trial and error to explore mathematical problems Uses concrete materials and/or pictorial representations to support conclusions Communicates stories of their own family heritage and the heritage of others
Focuses attention and concentrates when challenged	ENe-12E MUES1.3	Demonstrates awareness of how to reflect on aspects of their own and others' learning Listens to and responds to music

Early Years Learning Framework Outcomes and indicators This is evident when the child:	Links 	Early Stage 1 Outcomes and indicators This develops when the child:
Shows wonder and curiosity about the world	<p>STe-1VA</p> <p>STe-4WS</p> <p>HTe-2</p> <p>GEe-1</p>	<p>Shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs and wants and opportunities</p> <p>Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas</p> <p>Demonstrates developing skills of historical inquiry and communication</p> <p>Identifies places and develops an understanding of the importance of places to people</p>
Outcome 5: Effective communicator	<ul style="list-style-type: none"> Science <input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> Creative Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> HSIE <input checked="" type="checkbox"/> 	
Talks and listens in both small and large groups	<p>ENe-1A</p> <p>VAES1.4</p> <p>MUES1.1</p>	<p>Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Communicates their ideas about pictures and other kinds of artworks</p> <p>Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts</p>
Represents thinking and ideas in creative ways	<p>STe-5WT</p> <p>ENe-10C</p> <p>Creative Arts</p>	<p>Uses a simple design process to produce solutions with identified purposes</p> <p>Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts (Music, Visual Arts, Drama, Dance)</p>
Demonstrates concepts of print, letters and sounds	<p>ENe-2A</p> <p>ENe-3A</p>	<p>Composes simple texts to convey an idea or message</p> <p>Produces most lower case and upper case letters and uses digital technologies to construct texts</p>
Works with mathematical concepts – e.g. numbers, patterns and shapes	<p>MAe-1WM</p> <p>MAe-8NA</p> <p>MAe-14MG</p> <p>MAe-15MG</p> <p>VAES1.2</p>	<p>Describes mathematical situations using everyday language, actions, materials and informal recordings</p> <p>Recognises, describes and continues repeating patterns</p> <p>Manipulates, sorts and represents three-dimensional objects and describes them using everyday language</p> <p>Manipulates, sorts and represents two-dimensional shapes, including circles, triangles, squares and rectangles, using everyday language</p> <p>Experiments with a range of media in selected forms</p>



Intentional teaching strategies

In this section we ask that early childhood teachers provide some strategies, tips and suggestions that relate to behavioural indicators.

Outcome	Examples of intentional teaching strategies
<p>EYLF Outcome 1: Sense of Identity Behavioural indicators on T2S Statement</p> <ul style="list-style-type: none"> • Participates in learning and play • Shares and negotiates with others • Responds when distressed or upset 	<p>Examples of intentional teaching strategies</p> <ul style="list-style-type: none"> • Supports child in times of change and bridges the gap between the familiar and the unfamiliar • Acknowledges child's uniqueness in positive ways • Builds upon culturally valued child rearing practices and approaches to learning • Mediates and assist child to negotiate their rights in relation to the rights of others • Motivates and encourages child to succeed when they are faced with challenges • Demonstrates deep understanding of each child, their family and community contexts in planning for children's learning
<p>EYLF Outcome 2: Connection with and contribution to the world Behavioural indicators on T2S Statement</p> <ul style="list-style-type: none"> • Participates in small and large groups • Shows awareness of the needs of others • Shares their knowledge and experience in play and learning • Builds and maintains relationships with others 	<p>Examples of intentional teaching strategies</p> <ul style="list-style-type: none"> • Provides opportunities for child to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities • Ensures that child has the skills to participate and contribute to group play and projects • Notices and listens carefully to child's concerns and discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour • Considers the nature of child's connectedness to the land and demonstrate respect for community protocols
<p>EYLF Outcome 3: Child's wellbeing Behavioural indicators on T2S Statement</p> <ul style="list-style-type: none"> • Self-regulates emotions • Demonstrates physical skill and ability • Manages personal hygiene and self-care 	<p>Examples of intentional teaching strategies</p> <ul style="list-style-type: none"> • Collaborates with child to document their achievements and share their successes with their family • Maintains high expectations of child's capabilities • Considers the pace of the day within the context of the community • Provides a range of active and restful experiences throughout the day and support child to make appropriate decisions regarding participation



Outcome	Examples of intentional teaching strategies
<p>EYLF Outcome 4: Child is confident and involved learner Behavioural indicators on T2S Statement</p> <ul style="list-style-type: none"> Shows interest in learning Focuses attention and concentrates when challenged Shows wonder and curiosity about the world 	<p>Examples of intentional teaching strategies</p> <ul style="list-style-type: none"> Provides learning environments that are flexible and open-ended Reflects with child on what and how they have learned Plans learning environments with appropriate levels of challenge where child is encouraged to explore, experiment and take appropriate risks in their learning Encourages child to make their ideas and theories visible to others Plans for time and space where child can reflect on their learning and to see similarities and connections between existing and new learning
<p>EYLF Outcome 5: Child communicates effectively Behavioural indicators on T2S Statement</p> <ul style="list-style-type: none"> Talks and listens in both small and large groups Represents thinking and ideas in creative ways Demonstrates concepts of print, letters and sounds Works with mathematical concepts – e.g. numbers, patterns and shapes 	<p>Examples of intentional teaching strategies</p> <ul style="list-style-type: none"> Includes real-life resources to promote child's use of mathematical language Incorporates familiar family and community texts and tell stories Integrates technologies into child's play experiences and projects

