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](http://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 early childhood educator: 

Position:  

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

Things that might help the child settle into school

• The space provided is a guide. Attach additional information if needed. Responses may be in dot point form if preferred.
IDENTITY – The child’s sense of identity

COMMUNITY – The child’s connection with and contribution to their world

• The space provided is a guide. Attach additional information if needed. Responses may be in dot point form if preferred.
Transition: A Positive Start to School

Child’s name: 

WELLBEING – The child’s sense of wellbeing

LEARNING – The child’s confidence and involvement in learning
COMMUNICATION – The child's communication skills

The child's interests

Additional information: (optional)

Once completed, attach to Part 1: the family Sections A, B and C (if applicable) and obtain consent to share information with the child’s school and outside school hours care service (if applicable).