

Guide for educators writing Electronic Transition Statements in 2017

Reduced functionality version - Suitable for pre 2007 Microsoft Word

This guide is for educators in early childhood education and care (ECEC) services completing Electronic Transition Learning and Development Statements (Electronic Transition Statements) in 2017.

Further guidance about how to complete Transition Statements, including supporting children and families to complete their sections of the Statement, is provided in the Transition: A Positive Start to School Resource Kit available at www.education.vic.gov.au/transitiontoschool.

Important note on privacy: Educators completing Transition Statements, regardless of the format they are using, are required to adhere with all privacy laws regarding the collection and disclosure of personal and health information, which includes the Transition Statement. Refer to [Privacy and information sharing](#) for further information.

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Before you begin using the Electronic Transition Statement

Before you begin to use the Electronic Transition Statement, please note and/or check the following:

- **Accessing the Electronic Transition Statement:** The Electronic Transition Statement can be found at www.education.vic.gov.au/transitionstatement. In order to edit the Electronic Transition Statement, you will need to download/save a copy to your computer. Do this by opening the file you want to download, then go to the File menu and select 'Save As', and select where you want to save it and what you want to name the file.
- **IT System Requirements:** The Electronic Transition Statement has been designed to enable completion on a computer. There are two Electronic Transition Statements to choose from:
 - Electronic Transition Statement - Full functionality for Word 2007 (or later)
 - Electronic Transition Statement - Reduced functionality (for pre 2007 Microsoft Word)

Microsoft Word is required to complete the Electronic Transition Statement. Check your Start/Windows menu on your PC, or via the Apple icon on your Apple Macintosh to see whether Word is installed and which version/year it is to determine which Electronic Transition Statement to use.

- **Follow the prompts/instructional text:** The Electronic Transition Statement has prompts and instructional text to guide you through completing each section. The document has been protected to restrict editing to the required fields, to make it easier for users to know where they need to provide a response.
- **Printing/Scanning documents:** You may need to print, scan and upload documents to your computer. If you are unsure how to do this, or do not have the facilities, please make arrangements for someone to support you with this task.
- **Attaching photos:** You have the option to insert a photo of a child to their Electronic Transition Statement. It will save you time if these photos are already saved onto your computer and easily accessible.
- **File naming conventions:** It is important to ensure you have a consistent file naming convention for your Electronic Transition Statements. This is to ensure that personal information related to a particular child is protected, meets privacy obligations, and assists document retention. When first downloading the Electronic Transition Statement, it is recommended to rename the file '2017 Electronic Transition Statement – Template'. Each individual Transition Statement can then be saved as '2017 Transition Statement – *Child's name*'.
- **Troubleshooting:** This User Guide contains instructions on common processes like downloading, completing, and saving your Electronic Transition Statement, plus detail on the functionality of the Electronic Transition Statement. Please read this Guide and follow the steps before requesting further assistance.

Further IT support is available via State Library Victoria:

Phone: 03 8664 7001 Toll Free: 1800 629 835 support@kindergarten.vic.gov.au

Overview of the Electronic Transition Statement

The table below describes each section of the Electronic Transition Statement and who should complete it.

Section	Information collected	To be completed by
Section 1: Child and Service Details	- The child's details (name, date of birth etc.), parent/guardian details and ECEC service details. - Contextual information about the ECEC service and specific information related to the child that may be useful for prep teachers to know or may impact on the child's continuity of learning.	ECEC educator*
Section 1.1 – Outcomes and Teaching Strategies	Descriptions of the child's learning progress against the VEYLDF Learning and Development Outcomes and the Victorian Curriculum F-2, and specific intentional teaching strategies to support the child's continuity of learning when they start school.	ECEC educator*
Section 1.2 – Enhanced Transitions for children with a disability or developmental delay	This section should be completed for children with a disability or developmental delay. It collects additional specific information to support the child's inclusion and learning at school.	ECEC educator* (in collaboration with other professional/s supporting the child, where applicable, and with parent/guardian permission)
Section 2 – The child	The child's feelings and perspectives on starting school, including a drawing. This section is optional.	Completed with the child by an adult they know and feel comfortable with (educator or family member)**
Section 3 – The family	The perspective of the parent/guardian(s) on their child's transition to school, and other information they would like to share.	Parent/guardian(s)**
Section 4 – Sharing the Transition Statement	- A declaration from the educator that the child's parent/guardian is aware that the Transition Statement will be shared with their child's school and OSHC service (where applicable) - A declaration from the educator that the child's parent/guardian has received the completed Transition Statement - A record of whether the parent/guardian has chosen to opt out of sharing the Transition Statement with the school and OSHC service (if applicable).	ECEC educator*

*ECEC educators should write Transition Statements in discussion and with input from families, and from other professionals who may be supporting the child during the transition to school (with permission from the parent/guardian).

** Families for whom English is an additional language may require assistance from the educator and/or an interpreter/translator to complete the Child and Family sections, and to understand their choice to opt out of sharing the Transition Statement information.

USING THE ELECTRONIC TRANSITION STATEMENT

How to download the Electronic Transition Statement

Before you start writing Transition Statements, you will need to download the Electronic Transition Statement document to your computer from www.education.vic.gov.au/transitionstatement.

1. Click on the Electronic Transition Statement file you want to download.

Result: A pop-up will appear asking if you want to Open the file from www.education.vic.gov.au. Select 'Yes' to open the file.

2. When the file opens, it will open as a 'Read Only' file. To save the file (or download a copy), go to the File menu, then 'Save As' and select the destination on your computer where you would like to save your Transition Statements. This is the template you will use to complete all Transition Statements for children at your service, so it is recommended to use the file name '2017 Electronic Transition Statement – Template' when saving.

3. Once you've named the file, select 'Save'. The document will now be saved to your computer.

In order to start using the Electronic Transition Statement once saved, go to the **View** menu and select 'Edit document'. You will then be able to start completing the document.

How to create a file for the individual child's 2017 Transition Statement

1. Open your saved 2017 Electronic Transition Statement template.
2. Go to the File menu, select 'Save As' and save the file as '2017 Transition Statement – Child's name'. Use the name of the child for whom you are going to start/complete the Electronic Transition Statement. Each child requires their own Transition Statement.
3. When you see the file name has updated to reflect '2017 Transition Statement – Child's name', you can begin completing the Transition Statement for that child.

In order to start using the Electronic Transition Statement once saved, go to the **View** menu and select 'Edit document'. You will then be able to start completing the document.

How to input the Child's name into the header field

The Electronic Transition Statement has a header that captures the Child's name. A header appears at the top of each page of the document, and usually contains text or a logo (like letterhead for example). You only need to enter information into the header field once for it to carry through to each page of the document. By adding the child's name to the header field, every page of the Electronic Transition Statement will display the child's name. This means there will be no mistaking whose Transition Statement it is, or who the information relates to. The header field is circled below.

Child's name:

TRANSITION LEARNING AND DEVELOPMENT STATEMENT

Section 1: Child and Service Details

This section has been completed by the Early Childhood educator.

There are resources available on the Department of Education and Training's website to support schools to effectively use the Transition Statement at www.education.vic.gov.au/transitiontoschool

CHILD'S DETAILS

Child's first name:

To input the child's name into the header:

1. Double click over the header text (i.e. Child's name) and you will see the header appear (a grey box appears 'Header – Section 1' with a dotted line across the page). The light grey header text will become darker to show the header field is now ready for editing.

Result:

Child's name:

Header - Section 1

TRANSITION LEARNING AND DEVELOPMENT STATEMENT

Section 1: Child and Service Details

This section has been completed by the Early Childhood educator.

2. The Electronic Transition Statement is protected so that only certain fields can be edited (these are highlighted in yellow). Move the cursor or mouse to the field (yellow box) next to 'Child's name:' and enter the child's name for whom you are completing the Transition Statement.

Result:

Child's name: **Joe Citizen**

Header -Section 1-

TRANSITION LEARNING AND DEVELOPMENT STATEMENT

Section 1: Child and Service

This section has been completed by the Early Childhood educator.

- Once you have entered the child's name, double click somewhere underneath the great dotted line marked 'Header – Section 1-' and the main body of the Transition Statement will become brighter and ready for you to complete.

Note: The header will become dull in colour as you are no longer editing that part of the page.

Result:

Child's name: **Joe Citizen**

TRANSITION LEARNING AND DEVELOPMENT STATEMENT

Section 1: Child and Service Details

This section has been completed by the Early Childhood educator.

There are resources available on the Department of Education and Training's website to support schools to effectively use the Transition Statement at www.education.vic.gov.au/transitiontoschool

CHILD'S DETAILS

Child's first name:	
Child's surname:	

Completing Section 1: Child and Service Details

Section 1 captures details on the child, parent/guardian, and the early childhood service. It also allows educators to record information on the context of the early years setting and specific information about the child.

Throughout the Electronic Transition Statement, enter required information into the marked yellow boxes. Use the mouse or tab key to move the cursor to each yellow box to enter a response.

1. Complete all fields in Child's Details
Ensure Child's year of birth is correct.
2. Insert the Child's Photo. Refer to [How to insert an image](#) for instruction.
3. Complete the contact details for parent/guardian and the early childhood service.
4. Follow prompts (light grey instructional text) under the headings 'Context of early years setting' and 'Specific Information' to complete these fields:

Context of early years setting: enter a description of the ECEC service and learning environment.

Specific Information: include information about the child and their family that may impact on this child's continuity of learning (i.e. any significant health concerns, allergies, history; language/s spoken at home (including if appropriate Auslan, Aboriginal language); any significant family circumstances; specific positive learning relationships; any disclosed/diagnosed disability or developmental delay (more information can be provided in Section 1.2)).

Note: The 'specific information' field is not intended to collect information about the child's learning and development progress or strategies to support their learning, as this is collected in Section 1.1.

Checklist of Transition Statement components

The final part of Section 1 is a checklist to identify which sections of this child's Transition Statement are complete. The checklist outlines which sections are mandatory, and requires you to check/mark each checkbox as each section is completed. This not only shows you which sections of the Transition Statement are outstanding, but also allows the receiving teacher to know which sections of the Transition Statement they will be receiving for this child (i.e. if Section 1.2 has been completed indicating that the child requires an enhanced transition, or if Section 3: The family has been completed and returned).

5. Check/mark the relevant checkboxes to indicate which sections have been completed. Refer to [How to Check a Checkbox](#) for instruction.

Note: you should only check the checkbox once you have completed each section. The first checkbox sits against Section 1 and Section 1.1, therefore should only be checked after both of these sections have been completed.

Completing Section 1.1 Outcomes and Teaching Strategies

About

Section 1.1 is the main body of the Transition Statement. This section provides both a short summary of the child's learning and development, along with helpful strategies that can support the receiving teacher to plan curriculum, the environment and get to know what works best for this child's learning style.

For each Outcome (Identity, Community, Wellbeing, Learning, and Communication), you will need to provide a description of the child's learning progress, as well a suggested intentional teaching strategy to support the child's continuity of learning when they start school. Try to make these as specific and concise as you can, to ensure that they are easy for the receiving teacher to use to inform their planning.

To make this easier, 'pick lists' of learning and development descriptors drawn from the VEYLDF and the first three levels of the Victorian Curriculum are available for you to copy/paste from. These can be found under 'Outcome Descriptors' on www.education.vic.gov.au/transitionstatement.

Under each outcome heading you will see a number of sub-headings relating to different aspects of that Outcome. These sub-headings are the pick lists from which you will select learning and development descriptors that best describe the child's learning progress. For example, under the 'IDENTITY' Outcome there are seven pick lists (for example **Attachment - engagement** and **Attachment - relationships** are two pick lists that have been circle below).

OUTCOME 1: IDENTITY

CHILDREN HAVE A STRONG SENSE OF IDENTITY

Attachment - engagement

- Is able to confidently explore and engage with familiar and new social and physical environments.
- Is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments.
- Requires adult support to explore and engage and develop confidence with familiar and new social and physical environments.

Attachment - relationships

- Has the skills required to include others and make friends with peers, teachers and other trusted adults.
- With support is able to include others and make friends with peers, teachers and other adults.
- With support is able to practice the skills required to include others and make friends with peers, teachers and other adults.

Each pick list contains three or more learning and development descriptors that you can select from to describe the child's learning progress.

For example, the **Attachment - engagement** pick list has three descriptors to choose from:

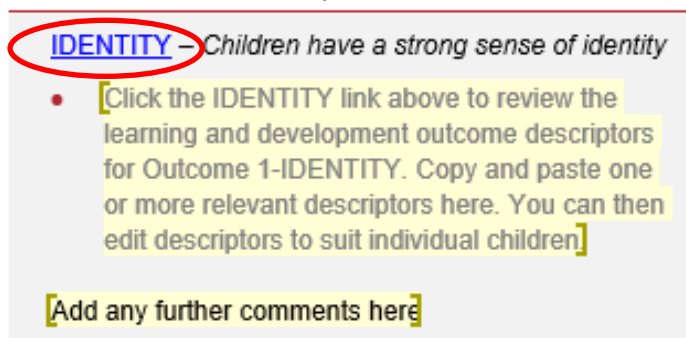
- *Is able to confidently explore and engage with familiar and new social and physical environments.*
- *Is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments.*
- *Requires adult support to explore and engage and develop confidence with familiar and new social and physical environments*

Actions required

- You must select at least one descriptor for each Outcome (for example, at least one descriptor under 'Identity')
- You can only select one descriptor per pick list (for example, one descriptor under the 'Attachment - engagement' sub-heading).
- You do not need to select a descriptor under every pick list.
- It is recommended that you select between 2 and 5 descriptors in total for each Outcome. Only select those that you think are most important to communicate to the receiving teacher in order for them to ensure continuity of learning and development for the child.

How to use the Outcome Descriptors for learning and development outcomes

1. To view the Outcome Descriptors, hover your cursor over the name of the Outcome (i.e. IDENTITY). This is a hyperlink to the Outcome Descriptor list for this outcome. To select the link, hold down the 'Ctrl' key and click the outcome title (hyperlink) with your mouse.



Result: The Outcome Descriptor list will open (in PDF format). To view the Word version of the Outcome Descriptors, or the full list of all Outcomes and their descriptors, go to www.education.vic.gov.au/transitionstatement.

OUTCOME 1: IDENTITY

CHILDREN HAVE A STRONG SENSE OF IDENTITY

Attachment - engagement

- Is able to confidently explore and engage with familiar and new social and physical environments.
- Is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments.
- Requires adult support to explore and engage and develop confidence with familiar and new social and physical environments.

Attachment - relationships

- Has the skills required to include others and make friends with peers, teachers and other trusted adults.
- With support is able to include others and make friends with peers, teachers and other adults.
- With support is able to practice the skills required to include others and make friends with peers, teachers and other adults.

Attachment - communication

- Is able to appropriately communicate their needs for comfort and assistance.
- Sometimes requires adult support to communicate their needs for comfort and assistance.
- Often requires support to appropriately communicate their needs for comfort and assistance.

Culture - identity

- Is able to confidently share aspects of their culture with other children and educators.
- With adult prompts and encouragement is able to share aspects of their culture with other children and educators.
- Requires adult support to be able to identify and share aspects of their culture.

Emotions - expression

- Is able to express a wide range of emotions, thoughts and views constructively.
- With support is able to express a range of emotions, thoughts and views constructively.
- Requires support to express emotions, thoughts and views constructively.

Emotions - coping mechanism

- Is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.
- With support is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.
- Requires additional support to be able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.

Persistence - resilience

- Is able to persist when faced with most challenges and when first attempts are not successful.
- With support is able to persist when faced with most challenges and when first attempts are not successful.
- Requires additional support to persist when faced with most challenges and when first attempts are not successful.

2. Review the list of descriptors to select between 2-5 that are relevant for this child.

3. Select the outcome descriptor with your mouse so that the text is highlighted (light grey):



Attachment - engagement

- Is able to confidently explore and engage with familiar and new social and physical environments.
- Is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments.
- Requires adult support to explore and engage and develop confidence with familiar and new social and physical environments.

Attachment - relationships

- Has the skills required to include others and make friends with peers, teachers and other trusted adults.
- With support is able to include others and make friends with peers, teachers and other adults.

4. Copy that text and paste into the relevant field back in the Electronic Transition Statement.
Result:

IDENTITY – *Children have a strong sense of identity*

[Is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments]

[Add any further comments here] (Ctrl) ▾

5. Once pasted, edit the descriptors or add additional information. For example, input the child's name or other information to personalise that statement.

IDENTITY – *Children have a strong sense of identity*

[Joe is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments (for example excursions can cause Joe some anxiety).]

[Add any further comments here]

How to input intentional teaching strategies

1. For each outcome, click in the right-hand column where indicated by the yellow box to enter one or more intentional teaching strategies that have worked well with the child and are likely to support their continued learning progress when they start school. Try to keep these concise and specific where possible. A minimum of one intentional teaching strategy is required per outcome.

Repeat copying and pasting descriptors to reflect learning and development outcomes of the child and entering free text intentional teaching strategies for each of the five Outcomes (Identity, Community, Wellbeing, Learning and Communication).

Completing Section 1.2: Enhanced transitions

Section 1.2 captures information to support enhanced transitions for a child with a disability or developmental delay. It includes details of early childhood professionals supporting the child and family, and lists reports or assessments that have been undertaken and are available to support early inclusion planning.

- It is recommended that Section 1.2 be completed for a child with a disability or developmental delay.
- A child does not have to have a diagnosis for Section 1.2 to be completed by the educator, but you should discuss with the parents/guardians how this section will help their child settle into school.
- Section 1.2 should be completed by the ECEC educator but specialist early childhood professionals can contribute information (with parent/guardian permission).
- **You can skip section 1.2 (leave blank) if the child does not require an enhanced transition.**

1. Enter the details of specialist early childhood professional supporting this child and family through the transition to school. This may be an early childhood intervention professional, key worker, or transition support coordinator.
2. Enter the details of any additional specialised professionals supporting the child. Check the 'Report available' check box to indicate if there are any reports from this professional that may support the child's transition and inclusion at school. See [How to check a checkbox](#) for instruction.

Note: If there is insufficient room to capture the details of multiple specialist early childhood professionals engaged to support the child, these should be recorded in a separate document and attached to the Transition Statement when it is shared with the school or OSHC service (if applicable).

3. Under 'Additional information to support the child's inclusion at school', you can include more specific areas of note and strategies for inclusion support that relate to the child's disability or developmental delay.
4. Under 'Other reports/plans available' you can list any reports that haven't been previously mentioned, the date of the report, and note whether they will be provided to the school.
5. Under 'Early ABLES reports' you can indicate if an Early ABLES assessment has been completed for the child, when it was completed, and if it is available on request. If an Early ABLES report has been completed for the child, indicate whether the report is the first report or the second report by completing the relevant date field.
6. Click 'Save' and proceed to the next section.

Completing Section 2: The child and Section 3: The family

Section 2 is to be completed by/for the child (by an adult the child feels comfortable with)

Section 3 is to be completed by the parent/guardian(s) of the child, with support from the ECEC educator if desired. These sections can be:

- printed out and provided to the parent/guardian(s) to complete in hard copy, along with a copy of Sections 1, 1.1 and 1.2 (if applicable)
- sent via email to the parent/guardian for them to complete on computer

How to print the Transition Statement

1. Ensure the details you have already entered into the Transition Statement are saved.
2. Go to File and select 'Print'. Depending on your printer you may be able to select certain printing options, such as double sided printing, or select the pages for printing (i.e. if you did not complete section 1.2, you don't need to print those pages for the parents).
3. Give a hard copy to the parent/guardian(s) and explain the significance of the Transition Statement and the valuable contribution they can make to sections 2 (with their child) and section 3.

How to send the Electronic Transition Statement to the parent/guardian via email

1. Save the Transition Statement you have been editing and then close the file.
2. Open your email account and start a new email to the parents.
3. Within your email, go to the 'Attach document' button (usually a paper clip icon).
4. An attach document directory window will pop up. Navigate to where the Transition Statement for that child is saved and select the file to attach to the email. Click 'Attach' or 'Insert' to attach the file to your email.

Note: This will attach an editable version of the document, meaning that parents can view (but also edit) any information you have put into the file. This will not override your file, as you will still have the original saved on your computer. It will require you to direct parents specifically to edit Section 2 (if you want them to complete it with the child) and Section 3, and request that they do not edit any other fields.

If parents/guardians have any issues viewing or completing the document electronically, this may be due to compatibility issues (using different computer systems). In these cases, it is best to print out the statement and provide the family with a hard copy to complete.

When Sections 2 and/or 3 are completed

Remember to update the relevant checkboxes in Section 1 of the child's Transition Statement to indicate which sections have been completed and will make up the Transition Statement. This will advise the receiving teacher of which sections of the Transition Statement they should have for that child.

If Sections 2 and/or 3 have been completed in hard copy:

1. Scan these sections and save the PDF file to your computer. Ensure that you name the PDF file appropriately to ensure that you can accurately identify which child the PDF relates to.

If Sections 2 and/or 3 have been completed electronically:

1. Compare your original file with the returned document the family has provided to ensure your inputs in Sections 1 and 1.1 have not been edited. If your inputs haven't been changed by the family, you can override your copy of this child's transition statement with theirs, or alternatively you can copy and paste their answers from Sections 2 and/or 3 across to your original file.
2. Click 'Save'.

If Sections 2 and/or 3 have not completed:

1. Work with the child to complete Section 2: The child as part of their program in the early years setting.
2. Follow up with the family to see if you are able to assist them complete this section, or obtain responses that are representative of the family perspective.
3. Update the checkboxes in Section 1 to reflect which Sections are now complete and will be components of the completed Transition Statement to be passed onto the school.

Remember: Section 2 and Section 3 of the Transition Statement are optional for the child and family to complete. Encourage completion, and if required, work together with the child and family to complete these sections. If they are not completed or returned, even with assistance offered, they will just not form part of the completed Transition Statement.

Completing Section 4

1. Complete Section 4 of the Transition Statement to acknowledge that you informed the parent/guardian of the Transition Statement being shared, and provided them with a hard copy of the completed Transition Statement. See [How to check a checkbox](#) for instruction.
2. If the parent/guardian has opted out of sharing the Transition Statement, check the relevant checkbox in the *For Service Use Only* line:

For Service Use Only:	☐ Parent has opted out
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If the parent/guardian opts out of sharing the Transition Statement, this means that you:

- are not able to provide it the Transition Statement to the school or OSHC service
- must provide a copy of the Transition Statement to the parent/guardian only.

It is then the parent/guardian responsibility to share it with the school if they choose to.

Sharing the Transition Statement

The Transition Statement can be shared either in hard copy or electronically. It is important to remember that it is only shared with the family, who receive a completed copy of the statement in their preferred format (hard copy or electronic), and with the receiving school or OSHC service if the parent/guardian has NOT opted out of the Transition Statement being shared.

Important note on privacy: Educators completing Transition Statements, regardless of the format they are using, are required to adhere with all privacy laws regarding the collection and disclosure of personal and health information, which includes the Transition Statement. Refer to [Privacy and information sharing](#) for further information.

How to print the Transition Statement

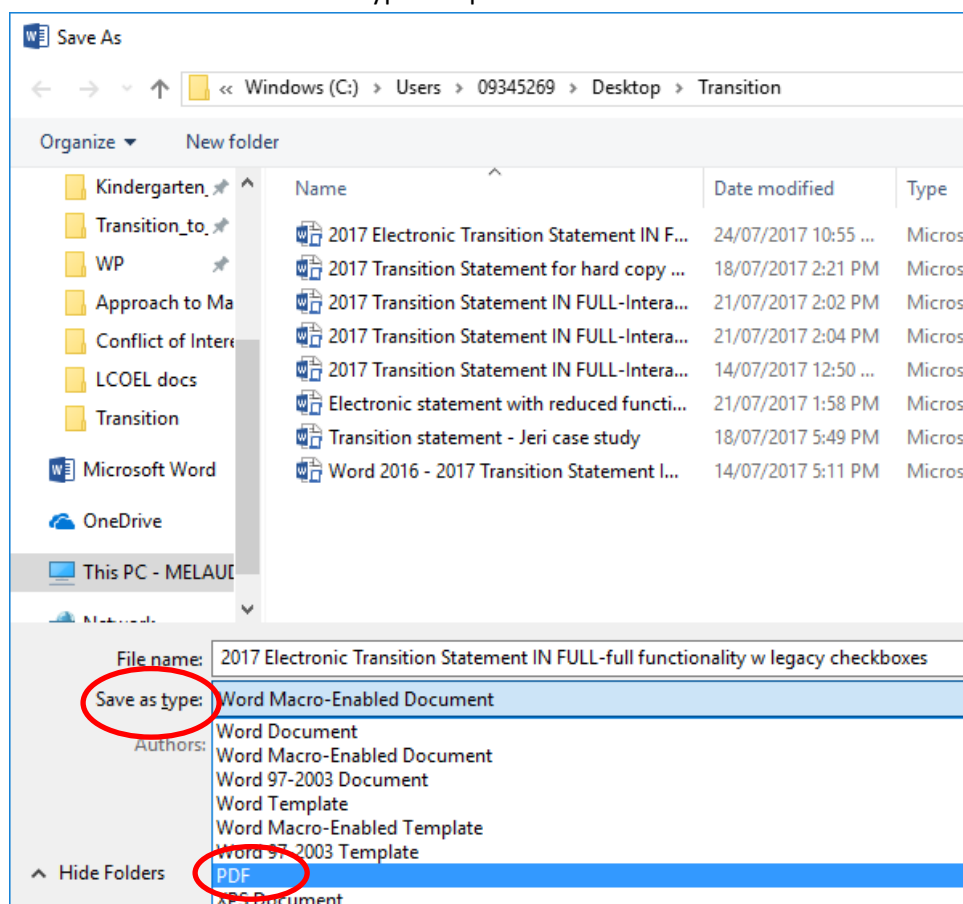
1. Ensure the details you have already entered into the Transition Statement are saved.
2. Go to File menu and select Print. Depending on your printer you may be able to select certain printing options, such as double sided printing, or select the pages for printing (i.e. if you did not complete section 1.2, you don't need to print those pages).
3. Provide a hard copy to the parent/guardian(s).
4. Assuming the parent/guardian has not opted out of sharing the statement with the receiving school, provide a hard copy to the receiving school and to the OSHC service (if applicable).

How to create a PDF version of the Electronic Transition Statement

Once the Electronic Transition Statement is complete, it is recommended to **save the file as a PDF prior to sending via email**. This will ensure no further changes can be made to the finalised Transition Statement, and makes it easier for those receiving it to navigate the document.

To create a PDF:

1. Go to File menu and select Save As, and select a location to save your PDF Transition Statement. It would make sense to save it in the same location as the Word version for this child.
2. When the Save As window pops up, select the location for saving, check that the file name is the same as your Word version. In the 'Save As Type' field (below the file name) use the right hand arrow to dropdown the list.
3. Select PDF from the 'Save As Type' drop down list:



4. Select Save.
Note: When you hit 'Save', your computer will create the PDF of the Transition Statement. Depending on your computer settings, the PDF will usually open automatically, so you can see that all of the information is there and displaying correctly. If you notice that something is wrong, you will still have your Word version open, or saved, that you can amend before creating the PDF again.

How to send the Electronic Transition Statement via email

1. [Password protect](#) the Transition Statement you have been editing and then close the file.
2. Open your email account and start a new email to the parents or school.
3. Within your email, go to the 'Attach document' button (usually a paper clip icon).
4. An attach document directory window will pop up. Navigate to where the Transition Statement for that child is saved and select the file to attach to the email. Click 'Attach' or 'Insert' to attach the file to your email.

Troubleshooting

Can I exit the Electronic Transition Statement without finishing it?

Yes, you can exit the Electronic Transition Statement without finishing it at any time, and if you have made any changes then Microsoft Word should remind you to save the file prior to exiting/closing the file. Select the 'Save' button if you do not want to lose any changes you have made.

How do I go back into a Transition Statement that I have already started or completed?

Open the file from where you saved it on your computer.

Why can't I edit the whole Electronic Transition Statement?

The Electronic Transition Statement has restricted editing permissions on it, so that users don't accidentally change the key information (titles and instructions) in the form. Anything that is marked in a yellow box can be edited either by directly typing into the box, by copying and pasting text into the box, or by selecting an option from the icon already there (i.e. check box, date or the drop-down picklist).

Where else can I get help?

Refer to the [Handy How-to Instructions](#) for guidance on the functionality of this document. Refer to the [Tips](#) for assistance on how to save, undo, copy and paste into your document. Microsoft Word itself has a Help function that might be useful to you, otherwise further IT support is available through State Library Victoria (details below).

Further IT support is available via State Library Victoria:

Phone: 03 8664 7001 Toll Free: 1800 629 835 support@kindergarten.vic.gov.au

Handy How-to Instructions

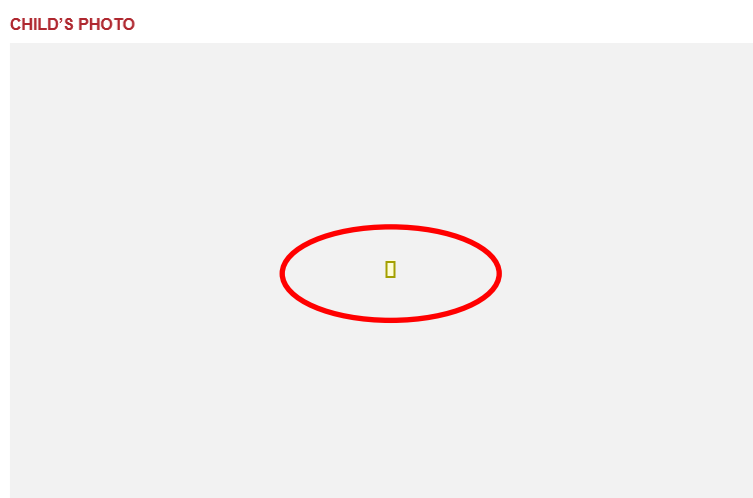
The Electronic Transition Statement includes some new functionality to streamline the form and make it easier for users. The following 'How to' guides will assist you in familiarising yourself with common functions of the Electronic Transition Statement:

- [How to insert an image or photo](#)
- [How to check a checkbox](#)

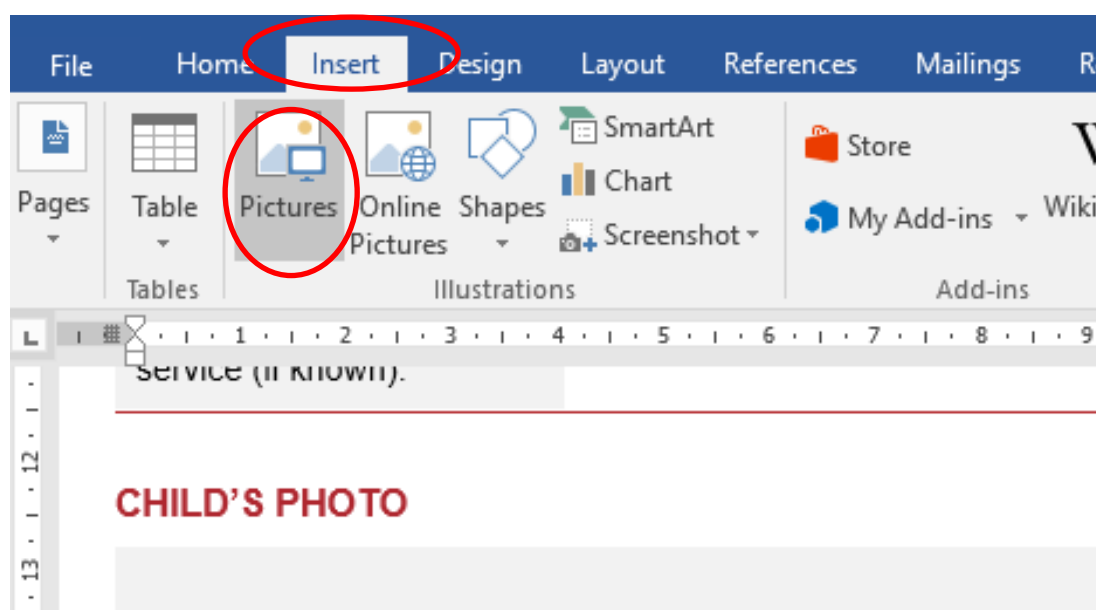
How to insert an image or photo to the Transition Statement

Note: In order to insert an image to the Transition Statement, it will need to be saved as an electronic file in your system.

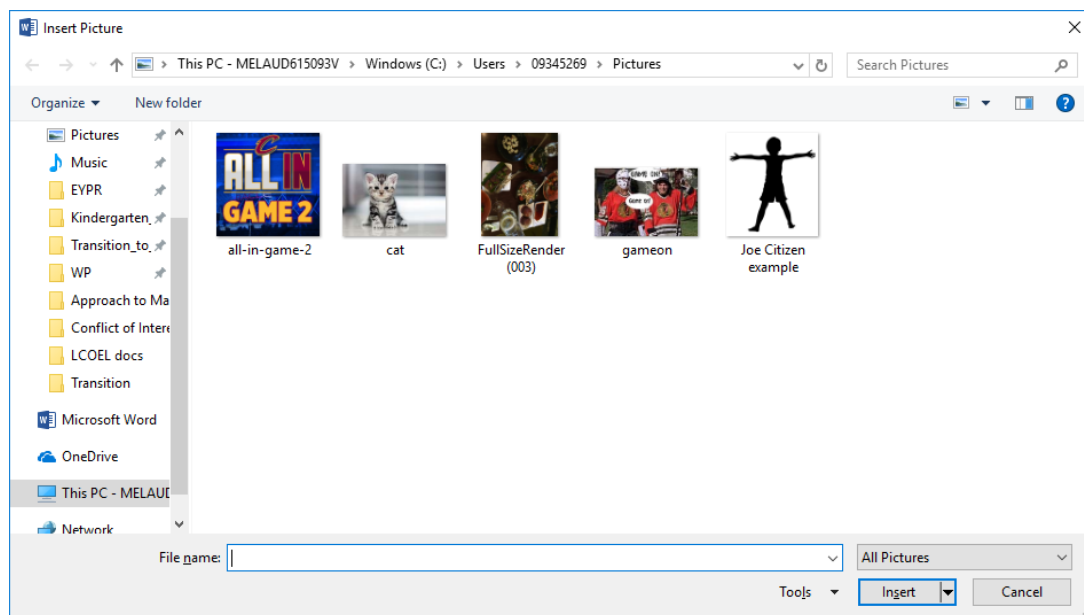
1. To insert an image, click into the yellow box in the centre of the field where you want the image to be so the cursor appears there:



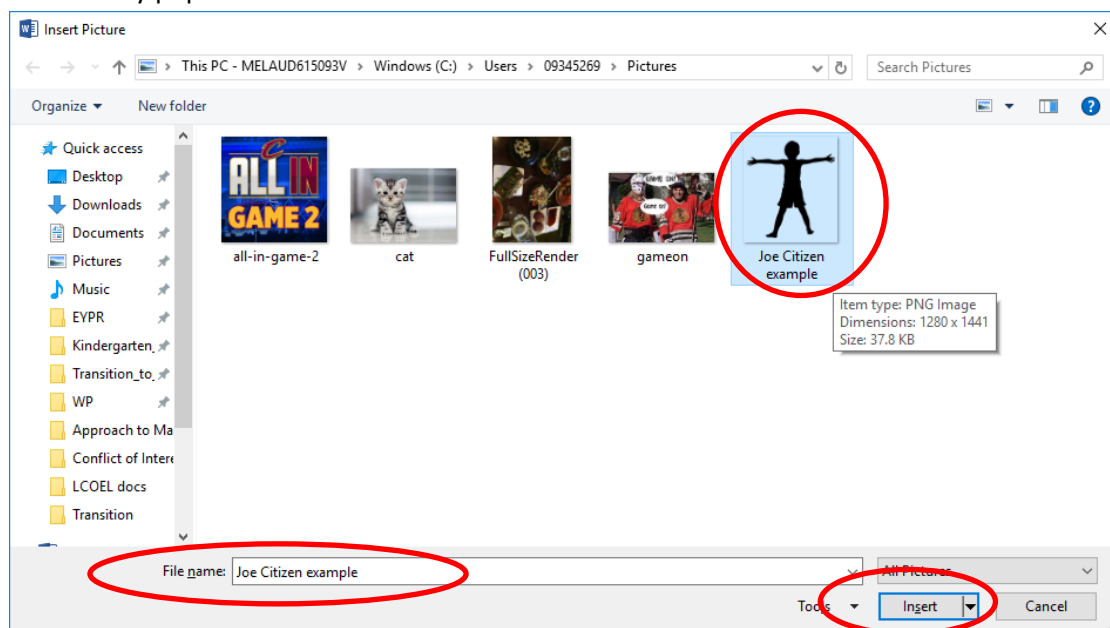
2. Go to the menu bar at the top of the page and select 'Insert' then 'Pictures':



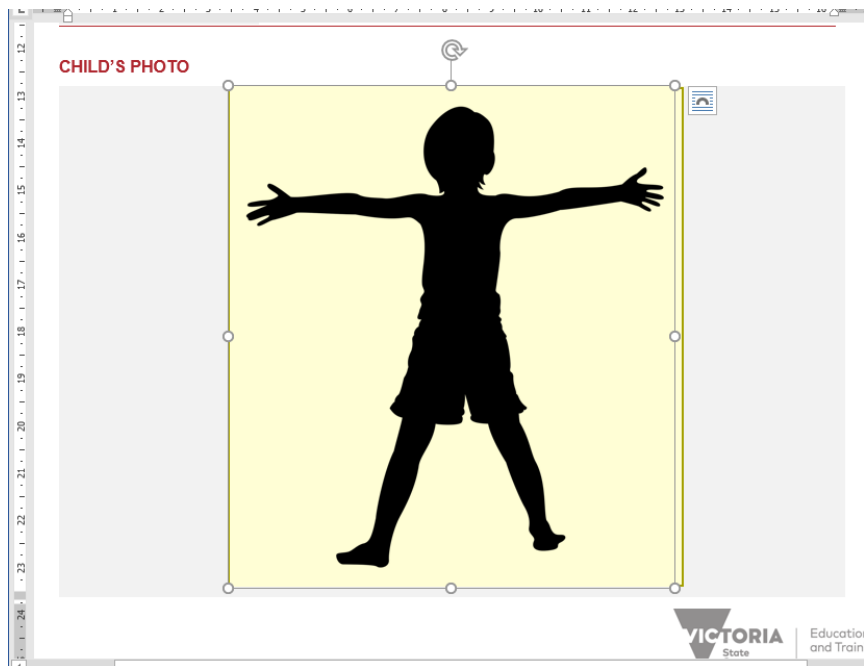
Result: The 'Insert Picture' window will appear so you can select the image/photo from where it is saved on your computer:



3. Locate the image/photo on your computer, select it by clicking on it once and then click on the 'Insert' button (as marked below). Note: when you select the image, the file name will automatically populate into the File name field at the bottom of the window.



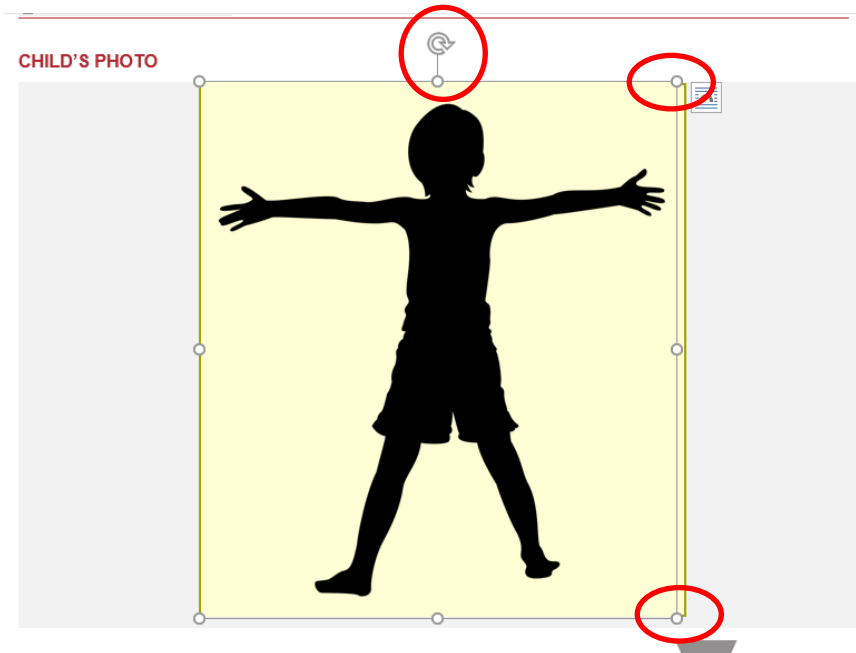
Result: Your image/photo will be inserted into the Transition Statement form.



Note: An alternate method of inserting an image is to 'cut' or 'copy' the image from somewhere else and 'paste' it into the box.

4. To reduce, enlarge or rotate your image, click once on it (to select) and use the corner dot (circled below) to adjust the size, or the circled arrow at the top of the image to rotate it. Small arrows will appear when you use the dots to adjust the size.

Result:



Note: Depending on the size of the image selected, it may be pushed onto a new page. Resize the image using the corner dots (circled above) to reduce its size so that it fits into the designated space.

How to check a checkbox

Throughout the Electronic Transition Statement there are a number of checkboxes that require your response. These are indicators to yes/no questions, or to acknowledge that certain actions have been taken (such as Sections completed, or parents informed).

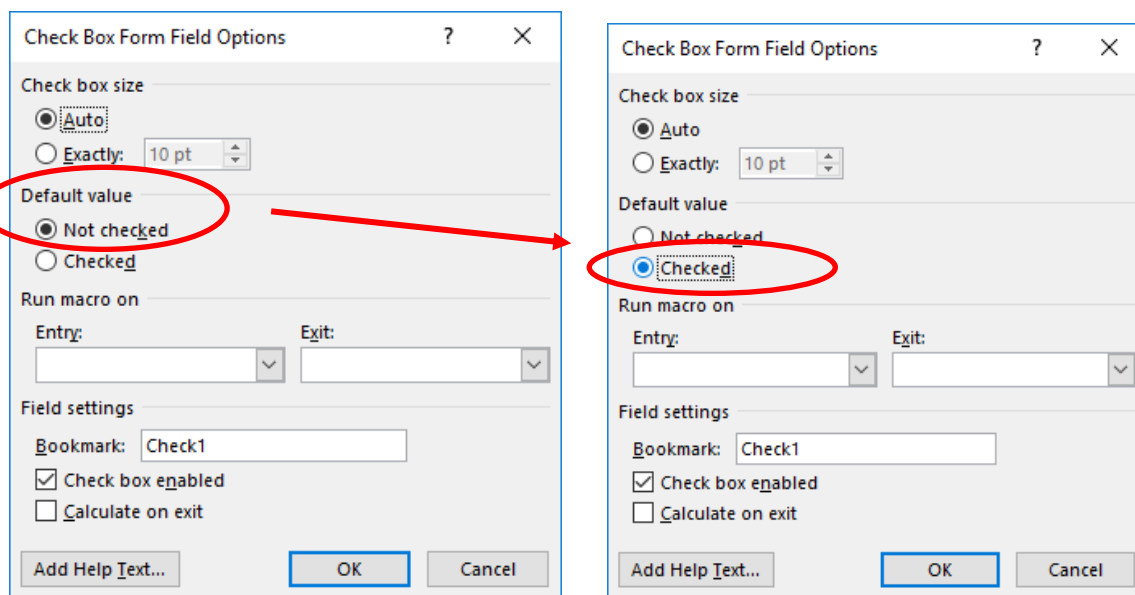
To check a checkbox:

1. Double click in the centre of the checkbox square:

	Section 1: Child and Service Details (<i>mandatory</i>) summary of child information including service context and specific information about the impact on the child's continuity of learning.
	Section 1.1: Outcomes and Teaching Strategies (<i>mandatory</i>) summary of educator of the child's abilities in each of the Victorian Early Years Learning Framework (VEYLDF) learning and development outcomes and the V appropriate) and intentional teaching strategies to support the child's
	Section 1.2: Enhanced Transitions (<i>where applicable</i>) information about disability or developmental delay who requires enhanced transition.
	Section 2: The child – completed with the child.

Result: This will bring up a 'Check Box Form Field Options' window. You will see that the default value of the checkbox is 'Not checked'.

2. Select the button next to 'Checked' to mark the checkbox.



The image shows two side-by-side screenshots of the 'Check Box Form Field Options' dialog box. In the left screenshot, the 'Default value' section has 'Not checked' selected. In the right screenshot, the 'Default value' section has 'Checked' selected. A red arrow points from the 'Not checked' option in the left window to the 'Checked' option in the right window.

Result: Your checkbox will now be 'Checked', showing a cross mark in the checkbox.

This Transition Statement includes:

	Section 1: Child and Service Details (<i>mandatory</i>) summary of child and family contact information including service context and specific information about the child and family that may impact on the child's continuity of learning.
	Section 1.1: Outcomes and Teaching Strategies (<i>mandatory</i>) summary by an early childhood educator of the child's abilities in each of the Victorian Early Years Learning and Development Framework (VEYLDF) learning and development outcomes and the Victorian Curriculum F-2 (as appropriate) and intentional teaching strategies to support the child's learning and development.
	Section 1.2: Enhanced Transitions (<i>where applicable</i>) information to support a child with a disability or developmental delay who requires enhanced transition.
	Section 2: The child – completed with the child.

Note: To 'uncheck' the checkbox, follow the same process as above, but change the Default value from 'Checked' to 'Not checked'

Tips

Tip 1 – Save often

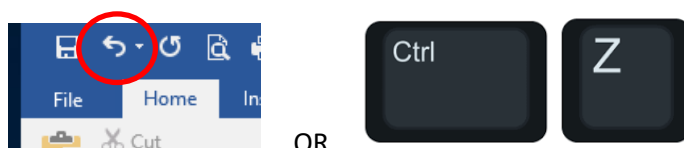
It's a good idea to save often as you are writing your Transition Statements. This is particularly helpful when you are completing Section 1.1 where you are selecting and editing learning and development descriptors, and writing intentional teaching strategies.

The 'Save' button is located under the File menu, but there are also two shortcuts you can use:



Tip 2 – Remember you can Undo

If you want to undo something that you've just done in your document (before you hit save) you can select the undo arrow from the top menu, or press the 'Ctrl' and the 'Z' key simultaneously.



Tip 3 – You can copy/paste content into text fields

If you want to copy some existing text into your Transition Document, you can do so into the yellow boxes that outline where you have permission to enter text.

To copy text:

1. Select the text you want to copy with your mouse or cursor, so that it is highlighted light grey:

If you want to copy some existing text
boxes that outline where you have permission to enter text.

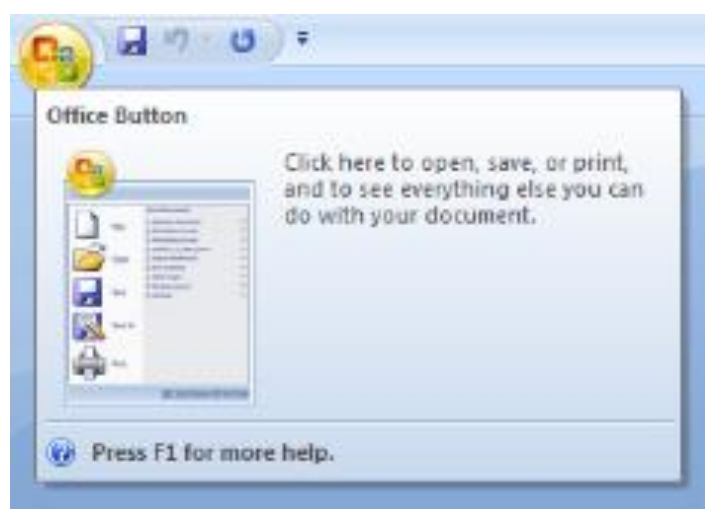
2. Once selected, right click and select 'Copy', or hit Ctrl C on your keyboard.

To paste text:

1. Move the cursor to where you want to paste the text. In the Electronic Transition Statement this will be a yellow box.
2. Click inside the yellow box and then right click and select 'Paste', or hit Ctrl V on your keyboard.

Tip 4 - You can password protect a Word file in Microsoft Word

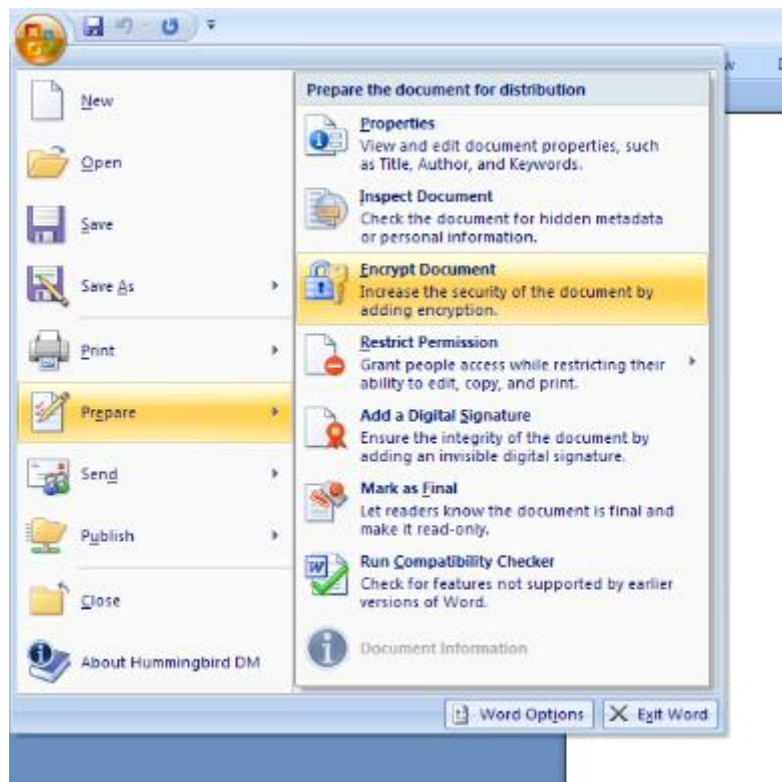
1. Click the 'Office' or 'File' button in the top left hand corner of the screen.



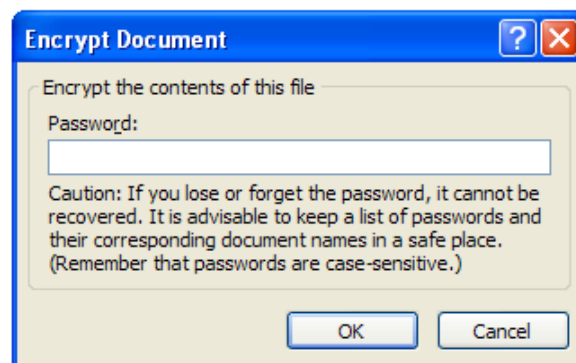
2. Select 'Prepare'



3. Select 'Encrypt Document'



1. Enter your chosen Password. It is recommended to use a password that you and the recipient will know or understand.



Document is now password protected.

To complete the process:

- Send the password you have set to the recipient in an email for the purpose of opening the document
- Attach the Electronic Transition Statement to a separate email
- Send the Electronic Transition Statement to the recipient - **do not include the password in this email.**