

Early Years Assessment and Learning Tool 2025 Implementation Guidance

Suggestions to support a staged implementation of the Early Years Assessment and Learning Tool (EYALT) in Victorian early childhood education and care services. This includes recent changes to support the completion of the Transition Learning and Development Statements.

This advice supports early childhood teachers to embed the EYALT in their teaching practice over time. It provides early childhood teachers with guidance on which EYALT modules to complete, when, and for which children.

Getting started with the EYALT

The Early Years Assessment and Learning Tool (EYALT) is an online assessment tool created with Victorian early childhood teachers. The EYALT contains 8 modules aligned with the [Victorian Early Years Learning and Development Framework](#) (VEYLDF) and the [first version of the Victorian Curriculum](#). Each module focuses on different aspects of a child's development.

Completing all 8 modules will help you to recognise the progress and learning of the Learning and Development Outcomes as set out in the VEYLDF.

The EYALT supports you to track children's learning across time. In addition, using the EYALT can demonstrate evidence on how your service is meeting the National Quality Standard, particularly:

- QA 1: Educational program and practice
- QA 5: Relationships with children
- QA 6: Collaborative partnerships with families and communities
- QA 7: Leadership and service management

Completing the EYALT modules

When choosing which modules to do first, you can consider how the EYALT modules interact with the VEYLDF Learning and Development Outcomes. **Table 1** provides an overview of the EYALT modules and how they map to the VEYLDF.

Table 1: EYALT modules and how they map to the VEYLDF

| EYALT modules | Description of what this module assesses | VEYLDF Learning and Development Outcome(s) |
|---|--|---|
| Identity and community – social | Children communicating their wants and needs, playing alongside each other, and developing relationships | COMMUNITY - Children are connected with and contribute to their world |
| Wellbeing – emotions | Children feeling good about themselves and expressing their emotions during play. | WELLBEING - Children have a strong sense of wellbeing |
| Learning dispositions | How children might show curiosity, ask questions, or show perseverance | LEARNING - Children are confident and involved learners |
| Communication – interactions | Eye contact, gestures, and attention | COMMUNICATION - Children are effective communicators |
| Communication – symbols and texts | Children recognising signs or text | COMMUNICATION - Children are effective communicators |
| Learning and communication – numeracy | Numbers and maths concepts | LEARNING - Children are confident and involved learners |
| Wellbeing – movement | Children's motor skill development | WELLBEING - Children have a strong sense of wellbeing |
| Learning and identity – thinking skills | Children being curious and inquiring about their world | IDENTITY - Children have a strong sense of identity |

If you are getting started with the EYALT, completing the modules listed below will give you a broad view of a child's learning:

1. *Communication – interactions*
2. *Wellbeing – emotions*
3. *Identity and community – social*
4. *Learning and identity – thinking skills*

You may decide to focus on *Communication – interactions* and *Wellbeing – emotion* as you become more familiar with how the EYALT works, then move to completing *Identity and community – social* and *Learning and identity – thinking skills*. Remember, completing all 8 modules will help you to recognise children's learning progress in a holistic manner.

Considering the learning and development needs of priority cohorts

The EYALT assessments and reports will help you to build evidence of all children attending your educational program. As you begin to use the EYALT you may wish to use your observations to consider which children to start using the EYALT with. You may consider:

- Children who are new to the centre/the group – for example, children who have just started at the service or children who have moved from the younger age group
- Children who may require further observations – for example, a child has returned after an extended period of absence, parents raise concerns about a child's learning and development progress, or you observe a sudden change in a child's behaviour
- Children with additional learning needs, and/or a diagnosed disability

When should EYALT modules be completed?

The EYALT has been designed to be completed over two assessment periods per year, with assessments able to be undertaken at any time within those two time periods.

As the EYALT relies on teacher knowledge of children based on day-to-day interactions with them, it is recommended that the first round of assessments is done after you have had quality time to observe the child in kindergarten and build a relationship with them and their family. A period of approximately 6 months between assessments in a particular module is recommended.

The following timeline has been provided as a suggestion for how to use the EYALT in your teaching practice throughout the year:

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|-------------------------------------|---|--|
| Relationship building and observations | Observations/Complete EYALT modules | Observations | Observations/Complete EYALT modules. Generate TLDS report and complete TLDS* |
| Term 1 and Term 2 (Assessment Period 1) | | Term 3 and Term 4 (Assessment Period 2) | |

*For children in Four-Year-Old Kindergarten

How the EYALT supports the Transition Learning and Development Statement (TLDS)

Both the EYALT and the TLDS support continuity of learning for children as they learn and grow across a range of education settings.

Changes to the EYALT and TLDS platforms have been made to make it easier for kindergarten teachers to complete Section 1.1 of the TLDS. Once EYALT modules have been completed, you can create and download the **EYALT Transitions** report for each child in the EYALT, which can then be uploaded to each child's TLDS.

At a minimum, you will need to complete the following 4 modules to generate the EYALT Transitions report:

1. *Communication – Interactions*
2. *Wellbeing – Emotion*
3. *Identity and Community – Social*
4. *Learning and Identity – Thinking Skills*

Remember that those four modules are a starting point. The more modules you complete, the better the EYALT is at helping you to recognise the progress and learning of the Learning and Development Outcomes as set out in the VEYLDF. Where teachers are not able to complete all 8 modules, it is recommended that you consider the following points when choosing which modules to complete and generate reports for.

At a minimum, broad coverage of the VEYLDF Learning and Development Outcomes will be achieved if the following 4 modules are completed:

1. *Communication – Interactions*
2. *Wellbeing – Emotion*
3. *Identity and Community – Social*
4. *Learning and Identity – Thinking Skills*

Time allowing, the more modules you can do (up to 8), the more holistic the profile of the child's learning. Consistency in module completion will assist Foundation (Prep) teachers and families in their interpretation and use of the information in the TLDS reports. Ultimately, this will contribute to enhanced continuity of learning across educational settings for all children.