

# 6.4 STRENGTH-BASED APPROACH TO TRANSITION

## A GUIDE TO WRITING TRANSITION INTRODUCTION

### LEARNING AND DEVELOPMENT STATEMENTS

### ACKNOWLEDGEMENTS

This guide was first published in 2012 following a Department of Education and Training workshop facilitated by Bernadette Glass and Dr Kylie Smith. Thirty early childhood and school educators and specialist services stakeholders generously shared their knowledge and experience working in the early years.

This version, published in 2019, includes updated information and practical examples to support excellence in early childhood transition practice.

Thank you to those who have contributed.

### TERMINOLOGY

Throughout the guide, the following terms are used to collectively describe these groups:

- **Educators** – Early childhood education and care, school (foundation teachers), OSHC educators and other professionals working with children
- **Families** – Parents, guardians, relatives, carers, and people whose primary responsibility is the welfare of a child
- **Services** – Early childhood education and care services (public, community-based and private), OSHC services and early childhood intervention services.

### INTRODUCTION

Starting school is a major life transition for children and their families. Both exciting and challenging, it is a time of change in which children and their families and educators adjust to new roles, identities, expectations, interactions and relationships.

*Transition is a process, and the TLDS is a critical component*

The *Transition: A Positive Start to School* initiative (Transition Initiative) was developed with the understanding that transition is a process, not a point-in-time event. It starts well before, and extends far beyond, the first day of school. It involves and affects children, families, early childhood services, schools, outside school hours care (OSHC) services, and other professionals working with children and families.

The 2012 evaluation of the Transition Initiative revealed an overall positive perception of the Transition Initiative. Early childhood educators identified the *Transition Learning and Development Statement* (TLDS) process as the most challenging aspect, and a key recommendation of the final report was to develop material that further explains the strength-based approach to writing the TLDS.<sup>109</sup> This sentiment was reiterated in the 2015 state-wide consultation on the Transition Initiative.<sup>110</sup>

## *The Transition Learning and Development Statement is a vehicle for sharing practice and strengthening relationships*

The TLDS is a tool for the consistent sharing and transfer of information about a child's early learning and development, to support continuity of learning as children transition to primary school.

The TLDS template was updated in 2017 in collaboration with transition to school experts, educators from a range of early childhood services, outside school hours care services and schools, and with input from families.

The updates strengthened the focus on outcomes and intentional teaching practices to make it more useful for teachers in the early years of school. The TLDS includes a section dedicated to the five learning and development outcomes identified in the VEYLDF. It also includes a free-text space for educators to describe the intentional teaching strategies used with each child, to support continuity of learning and development between the VEYLDF Learning and Development Outcomes and the first three levels of the Victorian Curriculum F-10.

The sections for parents and children to complete were maintained. This reflects the importance of respectful, trusting and supportive relationships with children and their families, and reciprocal relationships that actively support sharing and valuing relevant information, as fundamental to successful transitions.

Overall, the TLDS:

- summarises a child's learning and development
- identifies their individual approaches to learning and their interests
- indicates how the child can be supported to continue learning as they start school.

The TLDS is passed on to the child's future school. Its information helps foundation teachers and OSHC educators to get to know the children entering their classes and programs, which in turn helps them to plan appropriate learning and teaching programs.

## **Purpose of this guide**

The purpose of this guide is to deepen educators' understanding of a strength-based approach as it relates to the TLDS.

In doing so, it provides:

- information on the strength-based approach: what it is and what it isn't
- practices that support the strength-based approach
- suggested inclusions and considerations when framing the learning and development message in a TLDS, and
- practical TLDS examples written using the strength-based approach.

While the primary purpose of this guide is to support educators to write a meaningful, strength-based TLDS, educators can also use this opportunity to reflect on the relevance and applicability of the strength-based approach in other areas of professional practice.

For example, when talking with colleagues about extending the learning of a child, a strength-based approach will be the most useful way to frame the conversation and inform decisions about how to scaffold the child's learning. When interacting with a child, a strength-based approach will inform what tone of voice you use and what language you choose.



## A STRENGTH-BASED APPROACH

### What is it?

A strength-based approach to early childhood education is a collaborative and solutions-focused way of working. It encourages educators to consistently draw on their knowledge of a child's skills, capabilities, and dispositions to learning. When used effectively, this information supports educators to set high expectations for children by offering rich learning opportunities that motivate and interest them, and help them to see themselves as learners.

The strength-based approach views situations realistically and looks for opportunities to complement and support the existing strengths and capacities of every individual. This is opposed to focusing on, and staying with, a problem or concern. It focusses on each child's strengths and supports professionals to identify areas where focused support or intervention is required to improve each child's learning and development.

### *The strength-based approach is a fundamental principle of the VEYLDF*

Educators working in line with the VEYLDF value children's strengths and differences and communicate high expectations to them. They reflect on their practice and use integrated approaches to build on skills and interests, starting with the competencies children demonstrate.

Early childhood and school teachers understand the concept of the 'distance travelled'. That is, that every child will be at a different place in their learning and development as they grow and experience more of the world. This means that progress is the focus, rather than getting each child to the same point. Understanding what each child can do and planning for 'what's next' is essential to developing differentiated learning strategies that will result in confident and engaged learners.

The strength-based approach supports professionals to consider and identify strategies that match and extend upon a child's abilities, skills and dispositions to learning. The strength-based approach is about assisting professionals to build a picture of what a child's learning and development is currently, and consider the most appropriate strategies and actions to intentionally scaffold the child's learning into the future.

A growing body of research and evidence has shown support for the strength-based approach.

It encourages educators to:

- understand that children's learning is dynamic, complex and holistic
- understand that children demonstrate their learning in different ways
- start with what's present – not what's absent – and write about what works for the child
- remember that the problem is the problem – the child is not the problem.

The strength-based approach encourages educators to identify *what* works for the child, and *when* and *how* it works, so that those strategies can be continued and developed.

The strength-based approach doesn't preclude consideration of a child's challenges. For example, by reflecting on when/where/why any particular behaviour occurs, educators can consider the best strategies to support each child. Reflection will also guide discussions with the family of each child about what's going well and what requires attention.

### What it isn't!

The strength-based approach contrasts with a deficit-based approach, which can lead to a long list of things considered to be 'wrong' with a child's learning and development or things a child 'cannot' do. The deficit-based model fails to provide sufficient information about what the child *can* currently achieve and strategies to support a child's continued learning and development throughout the transition to school process.

Feedback from the 2015 state-wide consultation on the Transition Initiative revealed that some teachers misunderstood the strength-based approach and saw the approach an impediment to relevant information being included in a child's TLDS.<sup>111</sup>

Some felt they were expected to frame the TLDS in only positive terms and were not able to give a complete 'true' picture of a child's learning and development. In addition, the consultation noted a mistaken concern raised by educators that they are required to write the TLDS for a 'dual audience' i.e. one version for families and another for foundation teachers.

*A strength-based approach is not about describing a child's learning and development in a positive light and neglecting to identify areas for further development and/or areas of concern*

Nor is it about framing the learning and development message one way for families and another way for foundation teachers. It's about the consistent sharing of information about 'what works' or 'what next' for each individual child, to support continuity of learning from one setting to another.

The TLDS is also not a report card, and educators should support families to understand this. Effective transition approaches prioritise early and ongoing communication and relationships with children and families. In the most successful examples, educators begin to speak with families about the transition

to school early in the year (in addition to providing ongoing feedback on their child's learning and development), so that none of the educator content in the TLDS comes as a surprise to the family.

Overall, one of the most common TLDS pitfalls for educators is the tendency to revert to deficit-based language. To help clarify the distinction, the following table provides examples of the more limited, deficit-based approach, and strength-based alternatives that include intentional teaching and learning strategies.

## Deficit-based language versus strength-based approach

| Deficit-based language   | Strength-based language including intentional teaching and learning strategies   |
|--|--|
| Rosie doesn't communicate often with peers or educators.   | Rosie is a quiet and reserved child who responds well to encouragement to communicate with trusted people. She is beginning to initiate conversations with her peers and can be supported to remember to include others in play and communication.   |
| Robert has trouble settling in the morning, taking around 10 minutes.                                      | Robert settles best in the morning if given time to say goodbye to his mum and then by taking his hand and leading him to the mat for an activity. This usually takes about 10 minutes and could be an area of continued focus.  |
| George speaks Greek at home but can't speak English at a level expected for his stage of English learning. | George's first language is Greek and he communicates confidently in Greek with family members. Some things that have helped George's English development include: using pictures and objects to show him what you are talking about; repeating simple phrases related to what he is doing; partnering him with a friend during new and whole group activities. Other children also learnt some simple Greek words for greetings, colours and numbers, to share in his culture and have him feel a part of the group. |
| Phoebe is not confident in unfamiliar environments or with new experiences.                                | Phoebe is able to confidently explore and engage with familiar environments. She requires adult support to explore new environments. She responds well to a conversation or storybook about where/or what is next so that she is able to 'prepare' to try something new or to experience an unfamiliar environment.  |

## Underlying principles

Strengths can be defined as a child's intellectual, physical and interpersonal skills, capacities, dispositions, interests and motivations.

The underlying principles of the strength-based approach include that:

- all children have strengths and abilities
- children grow and develop from their strengths and abilities
- when children and those around them (including educators) appreciate and understand the child's strengths and abilities, the child is better able to learn and develop.

The strength-based approach recognises that all children influence and are affected by the environments that surround them. The Ecological Model, described in more detail in the VEYLDF (2016 page 5) and the Transition to School Resource Kit, places children at the centre and identifies families and a strong network of services and programs as significant factors that support children's learning and development within the broad social, environmental, political and economic environment.<sup>112</sup> All of these resources may impact on children's learning and development.

The strength-based approach supports the VEYLDF's perspective of children as competent and capable learners and the National Framework's (*Belonging, Being, Becoming: The Early Years Learning Framework for Australia*) view of each child's unique qualities and abilities.

It also aligns with My Time, Our Place – Framework for School Age Care in Australia.

Teachers working in the early years of primary school will also refer to the Framework for Improving Student Outcomes (FISO), including High Impact Teaching Strategies (HITS) and the practice principles for excellence in teaching and learning.

Combined, these frameworks and resources bring coherence to our education system and ensure continuity of learning across education settings and developmental stages. Based on these, it is clearly evident that it is not appropriate to describe children's learning through a deficit-based approach. Describing only what a child can't yet do provides no information as to what the child *can* do, or what strategies help the child to learn and develop.

The strength-based approach to writing the TLDS encourages educators to look for:

- what a child can already do
- what a child can do when provided with educational support
- what a child will one day be able to do.

*The strength-based approach is about teachers identifying what a child can or could achieve when provided with educational support and motivation*

In order to simplify what a strength-based approach is and what it isn't, a summary is provided in the table below.

## Summary clarifiers

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### Strength-based approach

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|        |   |
|--------|---|
| IS     | <ul style="list-style-type: none"><li>• valuing everyone equally and focusing on what the child can do, and when and how they learn best</li><li>• describing learning and development respectfully and honestly</li><li>• building on a child's abilities within their zones of proximal and potential development (see 'Glossary' p.144)</li><li>• acknowledging that people experience difficulties and challenges that need attention and support – and outlining particular supports, strategies and referrals that have been effective</li><li>• identifying in specific terms what is taking place for the child when learning and development are going well, so that it may be reproduced and further developed by other educators once the child has transitioned to school</li><li>• documenting information to support continuity of learning and development for each individual child</li></ul> |
| is NOT | <ul style="list-style-type: none"><li>• only about 'positive' things</li><li>• a way of avoiding the truth</li><li>• about accommodating bad behaviour</li><li>• fixated on problems</li><li>• about minimising concerns</li><li>• one-sided</li><li>• a tool to label individuals</li></ul>  |

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## A word about verbal feedback

Some educators have questioned the importance of providing written documentation of a child's learning and development as opposed to verbal feedback (i.e. conversations between kindergarten and foundation teachers).

Face-to-face and telephone conversations are valuable and sometimes necessary, and teachers should make sure that such conversations use strength-based language when discussing a child's learning and development.

In addition to conversations though, a written record is equally (or even more) important as it:

- ensures accountability to families by evidencing and reinforcing what learning and development has taken place
- identifies the child's baseline skills and development across all five outcome areas, from which the foundation teacher can track, evidence, assess and support progress
- provides a record to which parents and school educators can refer, which supports them in ensuring continuity for the child.

## A word about checklists

A range of methods can be used to document children's learning and development, including anecdotes, audio recordings, rating scales, qualitative techniques, narratives or explanations, diagrams and sketches, and learning stories – to name a few.

Given that the purpose of the TLDS is to provide rich, detailed and specific information about each individual child, the qualitative (using words) approach to writing a TLDS allows:

- each educator, child and family to tell their particular story and to capture the nuance, complexity and specificity of the child's learning and development journey
- school educators to understand the child as an individual so that they can cater to their individual learning and development needs and build strong relationships with the child and family
- the voice of children, families and educators to be captured in an authentic way, in their own words.

By contrast, a checklist refers to a comprehensive list of important or relevant actions, items, or steps to be taken in a specific order. A checklist usually observes whether criteria have been met (or not met) by ticking a box. Checklists are commonly confused with rating scales, in which a number is often given to ascertain the level of agreement, frequency or importance against particular items.

*Closed-ended responses, such as those typically found in checklists and rating scales, only allow a person to choose within a small, narrowly defined range of options*

While checklists and rating scales may be useful ways to provide a summary of children's learning in a particular area such as physical development, they do not give sufficient information to be useful for sharing with families or for planning to extend learning. In short, checklists and rating scales do not sufficiently reflect the voice and contribution of educators, families and children.

## Summary uses for checklists

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|                |   |
|----------------|---|
| USEFUL for     | <ul style="list-style-type: none"><li>• making decisions whether to refer onto other services i.e. assessing if the child meets certain referral criteria</li><li>• comparisons and measurement</li><li>• understanding the characteristics of a group</li><li>• grouping people or things by their characteristics</li><li>• helping to generalise about a group</li><li>• capturing a set of tasks or a process that needs to be completed, particularly if the process or tasks contain many detailed elements that need to be completed with accuracy</li></ul>   |
| NOT useful for | <ul style="list-style-type: none"><li>• capturing specific details that describe a child (e.g. nuance, subtlety, complexity or variation)</li><li>• understanding an individual's experiences and views</li><li>• planning responsive learning experiences for individual children</li><li>• capturing information that is unexpected or that doesn't fit within the categories on a checklist</li><li>• capturing what else children can do – often checklists focus on what children cannot do</li><li>• capturing how a child learns best</li><li>• taking an approach that doesn't inadvertently reinforce deficits</li></ul> |

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## PRACTICES THAT SUPPORT THE STRENGTH-BASED APPROACH

### VEYLDF Practice Principles

The VEYLDF identifies eight Practice Principles for learning and development, which describe the most effective ways for early childhood professionals to work together and with children and families to facilitate learning and development. The Practice Principles are based on the pedagogy of the National Framework and on evidence about the best ways to support children's learning, development and wellbeing.

In particular, the Practice Principles of integrated teaching and learning, reflective practice, equity and diversity, and assessment for learning and development are fundamental to supporting successful transitions to school. Each of these is discussed in this context below.

### Integrated teaching and learning approaches

Effective early childhood practices use integrated teaching and learning approaches to support sustained and shared interactions with children. This is an active approach founded on learning relationships with children. Through play and other opportunities children learn to make sense of and construct ideas about the social and natural world – the people, places, objects and experiences they encounter every day.

Learning is an active process that must involve children's engagement. Play is essential for its ability to stimulate and integrate a wide range of children's intellectual, physical, social and creative abilities. Active engagement with and attunement to children in their play extends and supports their learning.

When educators are actively engaged and responsive to children there is not only potential for immediate learning, but ongoing assessment opportunities leading to meaningful and comprehensive learning and development planning for each child. This experience and planning informs what content will be most valuable to include in the TLDS.

When an educator teaches from and supports a child within the zones of proximal and potential development, they are interacting in a way that is consistent with sustained shared thinking (referred to as sustained shared conversation in the VEYLDF. See 'Glossary' p.144). This is an integrated teaching and learning approach where two or more individuals work together in an intellectual way to solve a problem, clarify a concept, evaluate activities, or extend a narrative.

### Integrated teaching and learning approaches, VEYLDF 2016, p15



## Reflective practice

The strength-based approach requires educators to engage in reflective practice. This is best described as a continuous process that involves educators thinking about their own values and professional practice and how their values and practice impact on each child's learning and development.

Reflective practice is a core part of all early childhood professionals' work. It is at the heart of maintaining a learning culture in a service, setting or network and is linked with continuous improvement.

Reflective practice allows educators to develop a critical understanding of their own practice and continually develop the necessary skills, knowledge and approaches to achieve the best outcomes for children. It also helps educators to create real opportunities for children to express their own thoughts and feelings and actively influence what happens in their lives.

### *Educators become more effective through critical reflection and a strong culture of professional inquiry*

The table below provides educators with important factors to consider when approaching the writing of a TLDS that is based on the underlying principles of the strength-based approach and the practices that support it.

## Important factors to reflect on

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### Consider

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|   |   |
|---|---|
| Relationships and communication             | <p>When good relationships and communication exists, families are able to understand the content of the TLDS and will support what is written. Throughout the year, educators should:</p> <ul style="list-style-type: none"><li>• Develop quality relationships and consistent, authentic communication – it makes all the difference.</li><li>• Engage families in conversations regularly throughout the year.</li><li>• Engage families before the TLDS is written.</li><li>• Think about what supports might be appropriate to ensure all families can engage, for example an interpreter or translated resources.<sup>113</sup></li><li>• Use relationships and communication to support families to celebrate their child's achievements.</li></ul> |
| Ethical practice – honesty and transparency | <p>Being honest and transparent when writing each TLDS is critical.</p> <ul style="list-style-type: none"><li>• Educators should be comfortable discussing what is written with the child's family and the foundation teacher.</li><li>• Families need to know and understand what the educator has written in the TLDS before they consent to that information being shared with the school/ OSHC service.</li><li>• The TLDS should contain no surprises to the family.</li><li>• The TLDS should reflect professional judgement of what a child can do, make, write, draw and say, and the strategies that work for that child to foster learning and development.</li></ul>   |
| Language – clear, specific and concise      | <p>The TLDS should be written using language that is clear, specific and concise – and make sense to everyone. They should:</p> <ul style="list-style-type: none"><li>• Outline a child's knowledge, interests, achievements and challenges.</li><li>• Be considerate of family and cultural background.</li><li>• State how best to facilitate and support learning and development.</li><li>• Be a prompt for conversations with families, schools and OSHC services.</li></ul>   |

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## Equity and diversity

Children's identity and their family and cultural histories shape their learning and development. Children learn best when educators respect their unique identity and provide them with the best support and equitable access to opportunities and experiences. All children have the capacity to succeed, regardless of their circumstances and abilities.

To that end, educators:

- ensure that the interests, abilities and culture of every child and their family are understood, valued and respected
- maximise opportunities for every child
- identify areas where focused support or intervention is required to improve each child's learning and development
- recognise bi- and multi-lingualism as an asset and support children to maintain their first language
- promote cultural awareness in all children.

Inclusion is strongly linked to the strength-based approach, and an inclusive early childhood program operates from a strength-based perspective.

Early childhood services promote development and belonging for all children by creating high expectations for every child and building from what families and children do well to ensure engagement and the meaningful participation of all children in their learning and development.

Children with a disability or developmental delay may require extra planning so that the necessary adjustments and supports are in place prior to school entry.<sup>114</sup> Educators are encouraged to look beyond the disability or delay when writing the TLDS and to focus on the child's abilities, what they do well, what interests them, and opportunities to expand the child's learning and development.

Similarly, for gifted and talented children,<sup>115</sup> the strength-based approach looks toward the child achieving their full potential, and educators are encouraged to provide challenges and opportunities to expand the child's learning and development at a faster pace. Educators do this in a way that supports continuity of learning between the VEYLDF Learning and Development Outcomes and the first three levels of the Victorian Curriculum F-10. Successful examples of this can be documented in the child's

TLDS to support the Foundation teacher to continue these and other approaches to stretch the child's learning and development.

## Assessment for learning and development

Assessment of children's knowledge, understandings, skills and capabilities is a core component of planning for and promoting new learning and development. Educators are clear about what they want children to learn and why, and how best to bring about that learning.

Educators assess the progress of children's learning and development: what children have learnt, what they are ready to learn, and how they can be supported. Assessment is designed to discover what children know and understand, based on what they make, write, draw, say and do.

Ongoing assessment processes that include a range of methods enable the capture and validation of different pathways that children take towards achieving outcomes. Such processes do not focus exclusively on the endpoints of children's learning; they give equal consideration to the 'distance travelled' by individual children and recognise and celebrate not only the giant leaps that children take in their learning, but the small steps as well.

Assessment is an integral component of any learning and development program. Assessment for learning and development that occurs continually, in different contexts and using different methods, is the best way to reflect the progress of children's learning and provides a holistic view of each child. Through assessment processes, the educator and the family understand what children are ready to learn and how they can best be supported.

Over time, the documentation that supports assessment of and for learning can be used to understand a child's learning dispositions, learning style, skills and abilities that can support the education and care program and the child's transition into school.

*The strength-based approach is fundamental to supporting the best outcomes for children, in line with the Victorian Early Years Learning and Development Framework*

## Practice principles for excellence in teaching and learning

Teachers working in the early years of primary school will also refer to the FISO, and in particular the Practice Principles for Excellence in Teaching and Learning, bringing coherence to our education system and ensuring continuity of learning across education settings and developmental stages.

The Practice Principles for Excellence in Teaching and Learning align with the VEYLDF Practice Principles. The VEYLDF Learning and Development Outcomes map to the first three levels of the Victorian Curriculum F–10. This is designed to support teachers to undertake joint approaches to planning and transition and support children’s progression along a continuum of learning and achievement.

For further information on the practice principles for excellence in teaching and learning, visit: [www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx) or contact: [professional.practice@edumail.vic.gov.au](mailto:professional.practice@edumail.vic.gov.au).

## WRITING STRENGTH-BASED STATEMENTS

### Reflecting on learning and development

Each TLDS is jointly developed by the family and early childhood educator, on behalf of and with the child.

Identifying what children have learnt and how they are developing enables educators to write a meaningful TLDS. This in turn enables foundation teachers to make curriculum decisions about how best to support and extend that learning.

The table below lists some questions to ask when thinking about the learning and development messages to be conveyed in each TLDS. This will help make each TLDS clear and specific to the child, as well as respectful and transparent.

These questions play a role in educators’ understanding and expansion of pedagogical practice, and are a demonstration of reflective practice in action.

## Questions to ask yourself

Learning and development

### Strength and/or achievement

- What can the child do on their own?
- What can the child do when provided with educational support?
- When/where/how/with whom does the child learn best?
- What does it look like when the child is learning and developing at their best?
- How and when does the child prefer to communicate?

### Concern and/or challenge

- When/where/how does the challenge/concern happen?
- How does it impact on the child’s learning and development?
- What, if anything, sets this off (triggers)?
- How often does this happen?
- How long does this go on for?
- Has this concern/challenge been discussed with the family? If yes, what did they say?
- Does it happen at home? If yes, what is the family’s strategy at home?



## Intentional teaching strategies

The 2017 update to the TLDS resulted in the inclusion of editable 'pick lists' of outcome descriptors taken from the VEYLDF and the first three levels of the Victorian Curriculum (F-10), as well as the addition of a free-text section where educators include intentional teaching strategies for each child (at least one per outcome area).

Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

*The National Framework defines intentional teaching as 'deliberate, purposeful and thoughtful'<sup>16</sup>*

When thinking about intentional teaching strategies used throughout the year, consider the following questions, the answers to which will be of use for school educators.

## Intentional teaching strategy questions

- What have I observed that works well for the child?
- What tools, activities or learning sequences bring out the best in the child?
- What has been or can be done to support the child's learning and development where there is a concern/challenge?
- What supports/external services are already in place?

## Suggested inclusions

Every TLDS needs to tell the readers (families and school-based educators) what learning and development has taken place (briefly), and what strategies have been successfully used to support and extend the child's learning and development.

The table below provides a number of inclusions that can strengthen the information in the TLDS and provide the reader with a valuable insight into each child's learning and development.

## Suggested inclusions for the TLDS

| Include:                        |   | Example  |
|---------------------------------|---|--|
| Prompts and triggers            | Outline what event, situation or circumstance helps or hinders a child's learning and development.  | <ul style="list-style-type: none"> <li>• 1:1 adult support in whole group contexts (helps)</li> <li>• Paired or small group work (helps)</li> <li>• Multiple instructions given in one go (hinders)</li> </ul>                 |
| Qualifiers and/or examples      | Provide detail on how often something happens, for how long it happens, whether adult support is required and what support has worked.  | <ul style="list-style-type: none"> <li>• Concentrates for up to 10 minutes</li> <li>• Accesses art-based activities approximately 5 times per week</li> <li>• Usually has difficulty expressing emotions when tired</li> </ul> |
| Dispositions for learning       | Describe the child's tendencies to respond in characteristic ways to learning.  | <ul style="list-style-type: none"> <li>• Willing to persevere</li> <li>• Confident with new experiences</li> <li>• Optimistic outlook</li> </ul>   |
| Multiple learning styles        | Explain how the child constructs and communicates their understanding of the world. In other words, how they process information and convey their understanding to others.  | <ul style="list-style-type: none"> <li>• Through music and rhythm</li> <li>• Hands-on exploration</li> <li>• Verbal and non-verbal language</li> </ul>   |
| Intentional teaching strategies | Describe what plan, activity or learning sequence has been developed and used successfully to enhance a child's learning and development, based on a child's learning dispositions and what they know in any given context. | <ul style="list-style-type: none"> <li>• Visual supports</li> <li>• Verbal reinforcements</li> <li>• Tangible resources</li> </ul>   |

## PRACTICAL EXAMPLES

**This section will support educators to complete Section 1.1 of the TLDS, which is a mandatory component**

Examples have been grouped against the five learning and development outcomes as reflected in the National Framework, the VEYLDF and the TLDS, which are:

1. Children have a strong sense of identity (**Identity**)
2. Children are connected with and contribute to their world (**Community**)
3. Children have a strong sense of wellbeing (**Wellbeing**)
4. Children are confident and involved learners (**Learning**)
5. Children are effective communicators (**Communication**)

In addition, it is equally important to apply the strength-based approach when writing information about assisting a child to settle into school. A set of examples has been included referring to things that might help the child settle into school that could be included in the 'Specific Information' box at the beginning of Section 1 of the TLDS, if appropriate.

*The examples show various learning and development achievements and/or challenges written using the strength-based approach, and provide comments from school educators explaining why the examples are helpful*

When reading through the examples, note that:

- they document what children have learnt and how they can continue to be supported to learn
- they can often be placed against more than one outcome area
- they are written clearly and succinctly – the number of words used on average is 120 and up to 170 for more complex issues
- some examples are deliberately written as short, precise sentences to illustrate that a 'dot point' style works well when the points are meaningful and clear.



## Outcome 1: Identity

### Children have a strong sense of identity

| Learning and Development Outcome   | Intentional Teaching and Learning Strategies for Continuity of Learning and Development  | This is helpful because it tells the reader...  |
|--|--|---|
| <p>Has the skills required to include others and make friends with peers, teachers and other trusted adults.</p> <p>With support is able to persist when faced with most challenges and when first attempts are not successful.</p>  | <p>David enjoys being in the company of his peers. He often engages in dramatic play and will act out various roles (e.g. mother, father) with two to three other children. When playing, he confidently expresses his ideas and asks other children for help.</p> <p>When faced with a new learning activity, he benefits from clear 1:1 instructions so he can focus. Once focussed, he will persist with challenging tasks (e.g. fine motor-based activities) especially when given encouragement and praise.</p>   | <p>David is social, expressive and enjoys dramatic play.</p> <p>He requires 1:1 adult assistance to focus his learning.</p> <p>David responds well to praise and encouragement.</p>   |
| <p>Has the skills required to include others and make friends with peers, teachers and other trusted adults.</p> <p>Is able to confidently explore and engage with familiar and new social and physical environments.</p> <p>Is able to express a wide range of emotions, thoughts and views constructively.</p> | <p>Olivia has very positive interactions in a range of situations with her peers and teachers. This is her first year in this service and she settled very quickly and formed trusting and mutual relationships with other children and teachers. Her relationships in play are very positive and her input to group play is constant. When playing, she shows awareness of the perspectives of others and shares play materials with her peers. Olivia is able to reflect on actions and consider consequences for her and others and she recognises her achievements and those of others e.g. "You did a good job with eating your lunch today Mia". She shows great pride in her work, often articulating this to staff by saying "I am a great artist!"</p>            | <p>Olivia demonstrates social and emotional skills which are consistent with typical development.</p> <p>She is able to reflect on actions and consequences.</p> <p>Olivia has a positive sense of self.</p> <p>She identifies herself as an artist and demonstrates confidence in her abilities.</p> |
| <p>Has the skills required to include others and make friends with peers, teachers and other trusted adults.</p> <p>Is able to confidently share aspects of their culture with other children and educators.</p>   | <p>Angus is highly communicative and frequently initiates conversations with adults/peers to express his ideas.</p> <p>He has developed close friendships with a wide range of children in the group and varies the children that he will play with from day to day.</p> <p>He lives with his grandmother (his primary caregiver), and does not have any siblings. He has strong relationships with his cousins (all of whom attend the school he will be starting at).</p> <p>He likes to bring various things from home to show others what his grandmother has made for him.</p> <p>Angus enjoys being part of large and small group activities and often shows care for others, e.g. making room for a peer next to him or helping a friend with a difficult task.</p> | <p>Angus is communicative.</p> <p>He has a range of close friendships and will vary who he plays with.</p> <p>What his living arrangements are.</p> <p>Angus likes to share aspects of his culture with others.</p>   |
| <p>With support is able to include others and make friends with peers, teachers and other adults.</p> <p>Is able to confidently share aspects of their culture with other children and educators.</p>  | <p>Linh is beginning to understand her cultural background as a Vietnamese-Australian and understands that other children and families have different cultural backgrounds and languages.</p> <p>Over the year, Linh made pleasing progress with her ability to socialise and play with a range of children in her class. Initially, she only played with a small group of Vietnamese-speaking girls. However, by the end of the year she has shown confidence in playing with many of the children in the group.</p>  | <p>Linh recognises cultural differences</p> <p>Linh has improved her language and communication skills</p> <p>Linh has recently shown confidence interacting with others</p>  |

## Outcome 2: Community

Children are connected with and contribute to their world

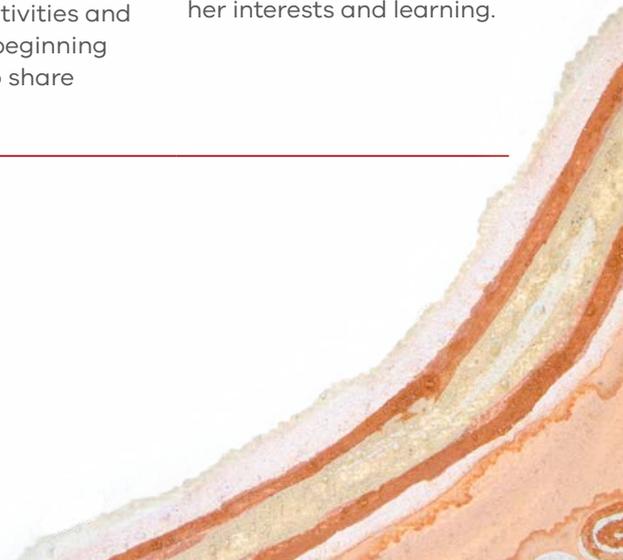
| Learning and Development Outcome   | Intentional Teaching and Learning Strategies for Continuity of Learning and Development  | This is helpful because it tells the reader...  |
|--|--|---|
| <p>Is able to cooperate with others and negotiate roles and relationships in familiar and new play episodes and group experiences.</p> <p>Is beginning to listen to others' (peers and adults) ideas and respect different ways of being and doing.</p>  | <p>Ilaria enjoys being part of group learning projects and is always actively involved. She listens to her peers and will respond with enthusiasm to their ideas. At times, she will even congratulate them for their contributions e.g. "I like how you made the tree different colours Joe".</p> <p>Throughout the year, Ilaria's awareness of cultural diversity has significantly increased. She has shown a keen interest in and will talk about the different ways that people look.</p> <p>A series of art-based projects around diversity have helped to extend her knowledge about various cultures and she has benefitted from learning using a 'sensory' approach (e.g. hand painting in various skin tones and learning traditional Indian dance).</p> | <p>Ilaria responds positively to others.</p> <p>She listens to her peers.</p> <p>Ilaria notices differences between people and is interested in learning about various cultures.</p>                    |
| <p>Is able to cooperate with others and negotiate roles and relationships in familiar and new play episodes and group experiences.</p> <p>Often demonstrates an increasing knowledge of and respect for the natural world and constructed environments, including an increased understanding of the interdependence between, land, people, plants and animals.</p> | <p>Kobi is highly imaginative and will often engage one or two other children to tell them about his ideas. He particularly enjoys outside play when he has access to materials where he can make various constructions with his peers. He contributes ideas to overcome problems (e.g. "no, that will be a bit too heavy") and will accept others' suggestions that are different from his own. When a child has been excluded by others, he will notice this and find ways to include the child in the group activity (e.g. handing them a shovel to dig with). He takes care of the natural environment whilst playing and has been observed walking between plants and only taking sticks that have fallen to the ground.</p>                                  | <p>Kobi contributes his ideas and identifies possible obstacles.</p> <p>He accepts the suggestions/contributions of others.</p> <p>Kobi shows care for others and will take action to be inclusive.</p> |
| <p>Is beginning to listen to others' (peers and adults) ideas and respect different ways of being and doing.</p> <p>Usually displays the ability to recognise fairness and bias and to demonstrate acts of compassion and kindness.</p>  | <p>Gemma is learning how to respond to others' contributions and ideas in more positive ways. Dramatic play and puppet role playing have been used with some success to help her understand the feelings and points of views of others. Gemma is able to recognise how others are feeling and with adult prompting/modelling, is able to respond empathetically (e.g. getting a chair or tissue for a peer).</p> <p>Gemma's ability to show care for the classroom environment has vastly improved but she still benefits from reminders to tidy up with the group.</p>  | <p>Gemma has developed ways to positively respond to her peers.</p> <p>Her ability to help with tidying up has improved.</p>  |

| Learning and Development Outcome   | Intentional Teaching and Learning Strategies for Continuity of Learning and Development  | This is helpful because it tells the reader...  |
|--|--|---|
| <p>Sometimes requires support to cooperate with others and negotiate roles and relationships in play episodes and group experiences.</p> <p>Requires adult prompts and guidance to recognise fairness and bias and to demonstrate acts of compassion and kindness.</p> | <p>The kindergarten and Sean’s family have focused on his social skill development and he continues to benefit from adult support to manage his interactions with other children. Sean can now manage turn-taking activities with minimal adult reminders and this has contributed to him beginning to develop friendships. At kindergarten and home, an egg timer has been used to help with turn taking.</p> <p>We’ve used his love of cars and vigorous play to support his participation in the program and interactions with peers. This has provided a focus for him and led to an increase in his ability to respond positively to his peers, reducing his aggressive behaviours towards others.</p> <p>Sharing toys, play spaces and movement between activities can trigger aggressive behaviour (pushing, hitting). Giving Sean a responsible task and having an adult engage him in conversation about the task helps him to move into the next activity. With these strategies in place, a significant reduction in aggressive behaviour has been noted (i.e. one or two per month).</p> | <p>Sean can act out physically towards others.</p> <p>Triggers for aggressive behaviours are identified.</p> <p>Integrating his love of cars and vigorous play will help him engage with the school curriculum.</p> <p>Sean’s family have been involved in supporting the development of his social skills.</p> |

### Outcome 3: Wellbeing

#### Children have a strong sense of wellbeing

| Learning and Development Outcome   | Intentional Teaching and Learning Strategies for Continuity of Learning and Development   | This is helpful because it tells the reader...   |
|--|---|--|
| <p>Requires some assistance to remain accessible to others at times of distress, confusion and frustration.</p> <p>Sometimes requires support to understand, self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.</p> <p>Is increasingly cooperative and usually able to work collaboratively with others.</p> | <p>Mei is a quiet and reserved child.</p> <p>She settles best in the morning if given time to say goodbye to her mum and then by taking her hand and leading her to the mat for an activity. This usually takes about 10 minutes.</p> <p>Mei will respond to an adult positively if she is able to keep her special bunny with her, especially at the start of the day and doesn’t need it as much later in the day. I have discussed Mei’s difficulty with separation with her parents and they are happy with our approach to settle her.</p> <p>Throughout the day, Mei will join in activities and play alongside other children. She is beginning to initiate conversations with peers to share her interests.</p> | <p>Mei needs the security of her bunny and a routine to settle – taking her by the hand helps to calm her.</p> <p>Mei’s family are aware of her difficulty with separation and are supportive of strategies used.</p> <p>She is beginning to share her interests and learning.</p> |



| Learning and Development Outcome   | Intentional Teaching and Learning Strategies for Continuity of Learning and Development   | This is helpful because it tells the reader..  |
|--|---|--|
| <p>Is increasingly cooperative and usually able to work collaboratively with others.</p> <p>Sometimes requires support to understand, self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.</p>   | <p>Sharon uses appropriate verbal communication most of the time. When initiating play and contact with others, she will use physical actions such as firmly wrapping arms around her peers, pushing, hitting or taking items away from other children. Sharon wants to involve others in her active play and she is beginning to develop appropriate ways of having other children join her. I've worked with Sharon to model appropriate behaviour and to understand that other children want their own 'personal time' and that it's ok. She has come a long way in understanding how to use her words instead of physical actions and will do well with being reminded gently and praised when she does.</p>  | <p>Sharon uses appropriate language most of the time.</p> <p>Sharon has difficulty understanding boundaries but responds well to adult-modelled behaviour.</p>   |
| <p>Is developing independence and competence in regard to personal hygiene/toileting however requires support and prompts.</p> <p>Requires some assistance to remain accessible to others at times of distress, confusion and frustration.</p>   | <p>Andrew continues to need support to use the toilet. We have supported him by establishing a regular routine of reminding him every two hours. He will benefit from being introduced to and shown how to use the urinal and toilet blocks at school. He may need continued support in going to the toilet for undressing. He prefers privacy but feels comfortable knowing an adult is present nearby. If an accident occurs, Andrew may withdraw from a group or activity and cry. The best way to help him re-enter the group has been to take him to a private place to be changed. Reading him a quick story before he returns to the group to distract him from focusing on the accident also works well.</p> <p>Andrew has undergone a medical assessment (organised by his parents) with no medical conclusion determined.</p>   | <p>What to do when toileting accidents happen – privacy, read a story before entering the group.</p> <p>Reminding routine helps support Andrew to manage himself.</p> <p>Assessment undertaken but no medical conclusions.</p>   |
| <p>Often shares humour, happiness and satisfaction in familiar and new situations.</p> <p>Sometimes requires support to understand, self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.</p> <p>Requires considerable assistance to remain accessible to others at times of distress, confusion and frustration.</p> | <p>Oliver has a very close friendship with another boy going to the same school as him. He enjoys playing games based on dinosaurs and enjoys acting out various types of dinosaurs with his friend. At times, Oliver needs to be reminded not to push/scratch his friend during these games and personalised social stories have been used successfully to further promote this message.</p> <p>Oliver enjoys his time with his friend so much that recently, on the days when his friend has been absent, he has been very upset (crying throughout the day) and has found it difficult to engage in activities without 1:1 adult support. Oliver would benefit from being placed in the same class as his friend and receiving support to develop friendships with other children in paired and small group activities based around his interests of dinosaurs, cars and trains.</p> | <p>Personalised social stories have been used to reduce his physical reactions in social situations that Oliver finds challenging.</p> <p>Oliver needs support to develop friendships with other children – possibly in paired or small group contexts.</p> <p>He has as strong interests in dinosaurs, cars and trains.</p> |

## Outcome 4: Learning

### Children are confident and involved learners

| Learning and Development Outcome  | Intentional Teaching and Learning Strategies for Continuity of Learning and Development  | This is helpful because it tells the reader...   |
|---|--|--|
| <p>Often displays curiosity and enthusiasm for learning.</p> <p>Often follows and extends their own interests with deep engagement and concentration.</p> <p>Is able to connect number names, numerals and quantities, including zero and beyond 10.</p>  | <p>During the first half of the year Mia has shown an excellent ability to manage time and resources to complete short tasks. This has been particularly evident through her individual contributions to group projects. She shows persistence when working on set tasks and keenly revisits tasks over a few days. She has the ability to take initiative and work independently. She shows a strong interest in mathematics and is able to recognise numbers and represent them using objects e.g. "" – makes four play dough cakes.</p>   | <p>Mia shows positive dispositions for learning: persistence and review, initiative and independence</p> <p>She is able to recognise numbers and represent them in various ways and would be ready for extension for example: subsidisation; modelling addition and subtraction.</p> |
| <p>Sometimes displays a curiosity and enthusiasm for learning but requires adult encouragement to engage in learning.</p> <p>Is able to independently sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings.</p> <p>Is beginning to explore ideas and theories using imagination, creativity and play.</p> | <p>Thomas prefers reading and drawing things that are relevant and meaningful to him. He may need help with some formal learning skills (e.g. writing), as he's just begun to develop the necessary attention and concentration. With encouragement, Thomas is able to write his parents' names and his own name.</p> <p>He willingly shares stories about animals and discusses scientific concepts such as 'how birds can fly' and 'what various animals eat'.</p> <p>He doesn't often choose to take part in creative, imaginative play; instead he's interested in 'real' things. When he participates in computer-based activities, he will engage more creatively, e.g. draw various pictures.</p>   | <p>Thomas has a learning preference for 'real' things.</p> <p>He may need support with more creative or imaginative learning.</p> <p>Thomas is developing early writing skills.</p>  |
| <p>Is able to explore ideas and theories using imagination, creativity and play.</p> <p>Often displays curiosity and enthusiasm for learning.</p> <p>Currently requires adult prompts and encouragement to follow and extend their own interests with engagement and concentration.</p>   | <p>Dominic is a 'hands on' learner, learning best from tactile, creative and concrete experiences. He has well-developed problem-solving skills. He gives a lot of thought to planning and building his block constructions, collages and Lego projects.</p> <p>He is inquisitive and curious about the world with an infectious enthusiasm and keen desire for knowledge. Dominic has a great ability to retain and recall information.</p> <p>At times, Dominic may be distracted by other children or his imaginings, particularly in large group situations, and he may find it hard to concentrate on listening to an adult. Dominic responds well to visual signals such as lists, badges, signs, photos and auditory cues such as quiet gentle music.</p> | <p>Dominic prefers a kinaesthetic learning style.</p> <p>He displays learning dispositions such as: eagerness and curiosity.</p> <p>Dominic is effectively re-directed through the use of photos, signs and music.</p>   |
| <p>Often engaged in and leads a variety of rich and meaningful inquiry-based experiences.</p> <p>Often displays curiosity and enthusiasm for learning.</p> <p>Is able to connect number names, numerals and quantities, including zero and beyond 10.</p>   | <p>Tinh has learnt that she can use books to find out new information. For example, in a recent science experience about how tadpoles grow into frogs, Tinh used a photographic book to work out the progression of growth before returning to the activity and arranging the tadpoles/frogs in order of growth. She then shared with her peers what she had learnt and listened to their thoughts about what tadpoles ate. Tinh is incredibly eager to learn and will often use questioning to gain a deeper understanding. She has strong visual learning skills and is able to recognise and talk about numbers up to 30.</p>   | <p>Tinh resources her own learning by using books .</p> <p>She displays the learning dispositions of curiosity and enthusiasm.</p> <p>Tinh has a strong visual learning style.</p>   |

## Outcome 5: Communication

### Children are effective communicators

| Learning and Development Outcome  | Intentional Teaching and Learning Strategies for Continuity of Learning and Development  | This is helpful because it tells the reader...  |
|---|--|---|
| <p>Is able to recognise that sentences are key units for expressing ideas.</p> <p>Often uses drawing/ images and approximations of letters and words to convey meaning.</p>   | <p>Eve has benefitted greatly from her second year to four year old kindergarten. She has made pleasing progress in all areas of her development, especially language and literacy. She can write and recognise all the letters in her name and now uses sentences of up to seven words e.g. "Kim likes the blue and green dots".</p>  | <p>Eve has made significant progress in the area of language and literacy.</p>  |
| <p>Often uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.</p> <p>Sometimes uses language and representations from play, music and art to share and project meaning.</p>  | <p>Dane enjoys expressing his ideas by speaking and acting. He enjoys using imaginative play to tell stories and has a strong interest in all sorts of animals, often pretending to be certain animals to express his feelings. He likes being a lion when he's upset or angry and uses his voice (roaring noises) to let others know that he doesn't want to play with them. He also uses language effectively to direct other children when setting up role plays and acting out scenarios.</p>  | <p>Dane prefers to express his feelings non-verbally</p> <p>Dane is creative and explores new ideas and concepts through imaginative play and story telling to build oral language skills.</p>                        |
| <p>Usually engages in enjoyable reciprocal interactions using verbal and non-verbal language with familiar peers/adults.</p> <p>Usually engages in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others).</p> | <p>Ruby has increased her spontaneous communication with adults and peers substantially during the course of the year. She has received monthly speech pathology support focussing on improving her articulation and she is now understood by familiar people.</p> <p>Ruby is more willing to persist and help the listener to understand what she is saying, using a range of non-verbal cues such as facial expressions and gestures.</p> <p>She has a great network of friends at kindergarten and is increasingly confident in initiating play with peers rather than continuing to follow the lead of others.</p> | <p>Ruby has received monthly speech pathology support.</p> <p>She has made progress with her clarity of speech and social confidence.</p> <p>Ruby is persistent and resourceful in helping others understand her.</p> |

| Learning and Development Outcome  | Intentional Teaching and Learning Strategies for Continuity of Learning and Development   | This is helpful because it tells the reader...   |
|---|---|--|
| <p>Usually engages in enjoyable reciprocal interactions using verbal and non-verbal language with familiar peers/adults.</p> <p>Sometimes uses language and representations from play, music and art to share and project meaning.</p> <p>Sometimes uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.</p> | <p>Cameron has a diagnosis of Down's Syndrome and has received fortnightly support from a speech pathologist to develop his listening, attention and understanding, and use of verbal and non-verbal communication.</p> <p>Cameron understands simple questions and short instructions, e.g. 'where's the pig?' and benefits from the use of gestures, signs and pictures to aid his overall understanding.</p> <p>He uses a combination of single words and Makaton signs to make requests, comments and to join in songs. He enjoys group song times very much and the use of puppets, props and musical instruments has helped to keep and develop his attention during group activities. This increased level of attention has led to him learning song words, actions, turn-taking and some key words/signs associated with his favourite songs (e.g. Old McDonald).</p> <p>A kindergarten staff member attended a Makaton signing workshop which proved invaluable in facilitating Cameron's use and understanding of signs and verbal language. The most useful/relevant Makaton signs for Cameron have been collated by his parents and staff and are attached to this TLDS.<sup>17</sup></p> | <p>Cameron best accesses learning through singing</p> <p>The use of props and musical instruments has helped increase Cameron's participation in group activities</p> <p>Cameron communicates using single words and Makaton signs and is able to understand simple instructions and questions</p> <p>Staff training in Makaton key word signing would facilitate his engagement to encourage and stimulate Cameron's verbal communication</p> |
| <p>Successfully conveys and constructs messages with purpose and confidence, building on literacies of home and/or family.</p> <p>Is beginning to draw images and approximations of letters and words to convey meaning.</p> <p>Usually able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.</p>                           | <p>Diego's primary language is Spanish. At home, he communicates confidently with his family in Spanish and can write his parents' and brother's names.</p> <p>He uses English during play with cars and figures to create his own stories.</p> <p>When he has not understood an instruction, he observes and copies what other children are doing.</p> <p>He knows some English letters and their corresponding sounds. He shows a keen interest in print and understands that what he says can become words. He can match symbols and tell the difference between shapes, e.g. circles, squares and triangles.</p> <p>Diego is beginning to contribute ideas in group settings, often coming to the front of the group to point something out in a book.</p>  | <p>Diego speaks Spanish confidently</p> <p>He uses English in play</p> <p>Diego uses context to make meaning of what is being said to him in English</p> <p>He visually discriminates between shapes and symbols in a sequence</p> <p>He is beginning to contribute non-verbally during whole group activities</p>   |
| <p>Successfully conveys and constructs messages with purpose and confidence, building on literacies of home and/or family.</p> <p>Has developed an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them.</p>  | <p>Julia has an extensive expressive and receptive vocabulary and is using language to communicate complex ideas and thoughts. She also understands concepts about print and her parents have been providing a literacy rich environment to extend her learning in this area.</p>   | <p>Julia has a large vocabulary and is ready to engage with literacy learning.</p> <p>Her parents are supporting her abilities in this area.</p>   |

## Settling into school

These examples may be useful prompts when thinking about content for the 'specific information' box at the start of Section 1 of the TLDS

| Intentional Teaching and Learning Strategies for Continuity of Learning and Development   | This is helpful because it tells the reader...  |
|---|---|
| <p>Thuy has made a number of strong friendships that are important to her and she'll miss the regular interactions with her closest friends. Thuy's older brother and sister attend the same school that she'll be going to and she has commented that she is "excited to play with the big kids".</p> <p>We've had a few small group discussions about starting school and Thuy has always responded well. She may need some initial support to be introduced to and play with new children in the classroom.</p> <p>Giving her some extra responsibilities in the classroom will make her feel important and help her adjust to the new room.</p> <p>Thuy loves to dress up and has particular interests in horses and ponies.</p>  | <p>Thuy's siblings are at her school.</p> <p>Provide Thuy with responsibilities as a strategy to help her adjust in her new environment.</p> <p>Thuy likes to dress up and has an interest in horses/ponies.</p>  |
| <p>Lucas is the first child in his family to start school and is not familiar with the school environment.</p> <p>He has really enjoyed his time at kindergarten and has often commented that he only wants to go to school if it's like kindergarten.</p> <p>Lucas has not had the opportunity to visit the school grounds and may benefit from being included in a buddy program during playtime to help orientate him.</p> <p>Include his favourite activities from kindergarten e.g. blocks and/or play-dough, and encourage him to show or talk about what he did at kindergarten.</p>   | <p>Lucas may be anxious about starting school.</p> <p>He may benefit from a buddy program during play time.</p> <p>Provide him with opportunities to play with blocks and/or play dough on his first days of school.</p>  |
| <p>Ellen has made pleasing progress with her ability to follow the routine at kindergarten this year. She responds well to the use of visual schedules to show her what she'll be doing during the day and if there are any changes to the routine.</p> <p>Sometimes moving to snack/story time can cause Ellen to feel distressed. Giving her an object to hold that gives a clue to what is happening next (e.g. hat for outside, animal book for inside) have helped to reduce her anxiety. In addition, Ellen responds very well when adults allow her opportunities for physical/outdoor play prior to sitting down for more structured activities. Ellen enjoys playing with colourful/shiny objects and wind-up toys.</p> <p>Ellen is currently seeing a psychologist who has indicated that she is undergoing assessments to determine whether she fits the criteria for a diagnosis of autism.</p> | <p>Ellen's ability to follow the routine is enhanced by the use of visual schedules.</p> <p>Transition times can be distressing for Ellen and transitional objects have been used successfully.</p> <p>Ellen benefits from doing physical activity prior to structured learning experiences.</p> <p>She is being assessed to determine if she has autism.</p> |
| <p>Mohammed is excited and positive about starting school and I expect that he will have a smooth and successful transition, especially since he has close friends who will be going to the same school.</p> <p>Mohammed embraced the opportunity to speak with the school children who visited the kindergarten, asking them many questions about the play equipment and teachers.</p> <p>He displays a lot of confidence engaging in conversation with adults and children and he likes to involve himself in play with others rather than working alone. He has strong interests in reptiles, messy play and ball games.</p>   | <p>Mohammed is positive and eager to start school.</p> <p>He has participated in a transition to school activity – reciprocal visit.</p> <p>He has friends starting school with him.</p> <p>He prefers to play with others.</p>   |

|   |  |
|---|--|
| <b>Intentional Teaching and Learning Strategies for Continuity of Learning and Development</b>  | <b>This is helpful because it tells the reader..</b>   |
| Sophia is excited about going to school and has thought a lot about her foundation teacher “I wonder if my teacher will be tall?”   | Sophia is excited about starting school.   |
| Sophia uses a wheelchair and has movement in her upper body, but not her lower body. She moves around the kindergarten classroom confidently and asks adults for help if needed.  | She is confident manoeuvring her wheelchair and asks for help if needed.   |
| She really enjoys group songs and stories and eagerly participates in games like ‘I spy’. During outdoor play, she enjoys ball games (e.g. basketball and skittles) and loves to explore in the sensory trays (e.g. sand and water).  | She enjoys singing, stories and ball games.  |
| Some suggested adjustments to make Sophia more comfortable in a prep classroom are things such as using small chairs for all children to sit on at carpet time, setting classroom expectations around helping one another, arranging tables and chairs with ample space between them, making sure materials and activities (e.g. sand box) are placed down low or within reach of sitting position. | Sophia will benefit from ample space to move around the classroom and access to a range of outdoor activities with which she is able to play/ use. |

## Glossary

|  |  |
|--|--|
| <b>Dispositions (for learning)</b>     | Enduring habits of mind and actions, and tendencies to respond in characteristic ways to situations. For example, maintaining an optimistic outlook, being willing to persevere, approaching new experiences with confidence (EYLF, DEEWR, 2009 p.48).   |
| <b>Inclusion</b>                       | Involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children’s rights and experiences are recognised and valued, and that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference (VEYLDF, 2016, p35). |
| <b>Sustained Shared Thinking (SST)</b> | Is an integrated teaching and learning approach where two or more individuals work together in an intellectual way to solve a problem, clarify a concept, evaluate activities, or extend a narrative (Siraj-Blatchford, 2009).   |
| <b>Zone of proximal development</b>    | Refers to the range of abilities that the child can perform with assistance, but cannot yet perform independently. Put another way, it is the gap between what the child has already mastered (actual development) and what he or she can achieve when provided with educational support (Vygotsky, 1978, as cited in Gauvain & Cole, 1997).   |
| <b>Zone of potential development</b>   | Is an extension of proximal development and refers to the child’s sphere of possible (future) engagement. Motives are generated in the child when he or she observes others in activities that are socially and culturally significant, and reflect important and meaningful experiences. The child sees what they will one day be able to do themselves. In other words, engagement potential is generated for future activities (Kravstova, 2008 as cited in Fleer, 2010).                                     |



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## NOTES: SECTION 6.4

- 109.** *Success Works 2010 Evaluation Report* (in full) is available at: [www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx](http://www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx)
- 110.** Semann & Slattery, *Transition: A Positive Start to School - 2015 Consultation final report* is available at: [www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx](http://www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx)
- 111.** Semann & Slattery, *Transition: A Positive Start to School - 2015 Consultation final report* is available at: [www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx](http://www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx)
- 112.** See section 1.5 of the *Transition Resource Kit* at: [www.education.vic.gov.au/childhood/professionals/learning/Pages/transkit.aspx](http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transkit.aspx)
- 113.** Further information about supporting equity and diversity during transitions can be found in section 3 of the *Transition Resource Kit* at: [www.education.vic.gov.au/childhood/professionals/learning/Pages/transkit.aspx](http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transkit.aspx)
- 114.** For more information about supporting children with a disability or developmental delay transitioning to school see [www.education.vic.gov.au/childhood/professionals/learning/Pages/transsupport.aspx](http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transsupport.aspx)

If an application is to be submitted for the Program for Students with Disabilities (in Government Schools), additional assessment(s) may need to be carried out. The assessment and application process will be coordinated by the school the child is to attend. See: [www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx)

- 115.** For more information about programs to support gifted and talented children see: [www.education.vic.gov.au/childhood/professionals/learning/Pages/gtmakedifference.aspx](http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gtmakedifference.aspx)
- 116.** Department of Education, Employment and Workplace Relations for the Council of Australian Governments (2009). *Belonging, Being & Becoming - The Early Years Learning Framework for Australia*, p.17.
- 117.** As this is an example only, the actual Makaton signs referred to are not attached to this document.

