

Queensland kindergarten learning guideline

Professional development | Resources



Transition statements: Information for kindergarten teachers

Purpose

Transition statements are created to build a shared and accurate picture of each child's learning at the end of the Kindergarten year. They include information about learning in each of the five learning and development areas. Transition statements help each child's parents/carers, teachers and other partners plan ways to support the child's transition into school.

Expectations

The Office for Early Childhood Education and Care (OECEC) expects that:

- all approved and funded kindergarten services write a transition statement for each kindergarten-aged child in their program
- a copy of the transition statement for each child is provided to that child's parents/carers.

Privacy legislation requirements prevent kindergarten teachers from providing transition statements directly to schools.

Writing transition statements

Transition statements are written in collaboration with all partners: kindergarten staff and other educators, children and parents/carers. Transition statements:

- focus on the child as an active and competent learner, highlighting their unique qualities, skills and dispositions
- include evidence gathered throughout the year both informally and formally
- use positive, parent-friendly language and succinct, accurate statements
- describe the level of support the child required in familiar and/or new situations
- focus on communicating the child's motivations, strengths and higher-order thinking skills, providing examples of significant learning in each learning and development area
- include information contributed by children, parents/carers and educators
- provide positive strategies to support the child and their family through the transition from kindergarten to school.

What to include

Transition statements include the following:

- contact details for the service and kindergarten teacher
- attendance history
- a summary and examples of significant learning for each of the learning and development areas (Identity, Connectedness, Wellbeing, Active learning and Communicating)
- reference to the child's strengths and interests
- suggestions for ways to support or enhance learning.

What to consider

Comments in the transition statement are based on:

- observations of play, real-life engagements, routines and transitions
- evidence of learning, including examples of work, videos and annotated photographs of the child's engagement in different learning contexts
- use of the *Continua of learning and development* as a support to make judgments about the child's learning
- conversations with children and families, educators and other professionals about the child's learning at kindergarten and at home.

Sharing information

Teachers provide a printed or electronic copy of the transition statement to the child's family at the end of the Kindergarten Year.

Families are partners in supporting continuity of learning and may choose to share the transition statement with their child's Prep teacher.

More information

The *Queensland kindergarten learning guideline (QKLG)* provides information about transition statements, including a more detailed explanation of their purpose and audience. This document can be found at http://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf.

QCAA provides templates, examples of both completed and annotated transition statements and other resources to support teachers in developing Transition Statements. These resources are available at <http://www.qcaa.qld.edu.au/28187.html>.