

Documenting Learning to Support Transition to School

With children returning to onsite learning, Early Childhood Professionals are turning their attention to re-establishing relationships with children and families and preparing to complete transition to school statements.

We know that children's learning and development continued while learning at home, and an important step to consider now is how we develop a holistic understanding of what learning has occurred throughout the year to provide continuity of learning across the learning at home and kindergarten environments. This will in turn support the development of meaningful transition to school statements.

So, how do we do this?

First, it's important to reflect back to the beginning of the year, prior to children learning at home:

- What did you know about children's sense of identity, belonging and relationships?
- What interests were supporting children in developing their learning dispositions?
- How was this knowledge used to support the development of your learning at home programs?

Then, we need to reflect on our recent experiences:

- How did we maintain our relationships with children and families while they were learning at home?
- Which strategies were most effective to maintain relationships with multilingual children and families?
- What types of communication worked best for individual families, and could this be sustained throughout Term 4?
- In what ways were you able to discuss children's learning and interests with families? How do you use this information to continue developing your understanding of children's ongoing learning and development?

Now, consider what is happening in the present, and what are we planning for:

- How are you supporting the re-orientation of children and families back to the environment? See [fkaCS' Orientation/Communication Plan](#)¹

- How has children's sense of identity developed over the last 6 months? What have you noticed upon their return to kindergarten?
- What dispositions for learning have developed while children have been learning at home?
- What do these dispositions mean for lifelong learning and transition to school?
- How will you continue to engage families in their child's learning?
- How will you plan for learning experiences and environments that support children's current interests and learning dispositions, and support re-establishing relationships?

fkaCS has recently produced [Developing a Holistic Understanding of Children's Learning and Development While Learning at Home](#)². This resource provides suggestions and strategies to support engaging families in conversations about children's learning, supporting Early Childhood Professionals to gather the information they need to develop their understanding and assessments of children's learning and development. This is an important tool to continue using with families throughout Term 4 to support a shared understanding of children's learning and development.

There would have been many skills, interests and funds of knowledge developed over the learning at home period, and it is important to remind ourselves and children of what we have achieved. Perhaps children learnt how to ride a bike or scooter, how to make their own breakfast, or how to follow the rules of games such as UNO. It is from these successes that Early Childhood Professionals can understand and assess how children's learning has continued to develop.

To support continuity of learning and the development of your transition statements, it may be beneficial to use a template or tool to focus your information gathering. The following tool is to support you in developing meaningful transition to school statements for children. It is most effective when used in conjunction with [Developing a Holistic Understanding of Children's Learning and Development While Learning at Home](#)².

¹ <https://fka.org.au/resources/orientating-back-to-ecec>

² <https://fka.org.au/resources/learning-at-home>

Disposition for Learning	What this could look like at home	How you can support families to promote these	Identifying Learning
<p>Reflective</p> <p>Children are able to reflect on what is happening, they begin to develop explanations about what is happening around them.</p> <p>Children begin to think aloud.</p>			
<p>Persistent</p> <p>Children complete tasks, or continue to try and master tasks even when things get difficult.</p>			
<p>Confident</p> <p>We all know that our confidence in our abilities can have an impact on how we approach new tasks.</p> <p>Teaching children that they don't have to get things right the first time will help them feel good about trying new things.</p>			
<p>Enthusiastic</p> <p>Children are interested and enthusiastic about trying and learning new things.</p>			
<p>Imagination</p> <p>Using our imagination helps us come up with new ways of doing things.</p>			

Disposition for Learning	What this could look like at home	How you can support families to promote these	Identifying Learning
<p>Creativity Children come up with multiple ways of solving problems and achieving their goals. Creativity is a form of problem solving.</p>			
<p>Cooperation An important indicator of successful learning is how well we can work with others, share ideas and take turns.</p>			
<p>Curious Children use play to investigate and explore ideas and develop new understandings.</p>			
<p>Committed Feeling that we are responsible for important things, or that our contributions are valuable, improves our confidence and sense of self worth.</p>			

For further support in engaging actively with multilingual families, get in touch with *fkaCS*:

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