

Early Years Assessment and Learning Tool and Transition Learning and Development Statements

This fact sheet is for kindergarten teachers implementing the Early Years Assessment and Learning Tool (EYALT) in 2024

Early childhood teachers should use relevant information from the EYALT to complete parts of the Transition Learning and Development Statement (the TLDS). This fact sheet outlines how you can do that efficiently with the use of the EYALT's 'Learning Reports' for each child.

The EYALT and the TLDS

Both assessments aim to support continuity of learning for children as they learn and grow across a range of education settings.

The EYALT is intended to be used by kindergarten teaching teams twice a year to improve understanding of individual children's strengths, interests and abilities.

The EYALT has been designed to help and empower kindergarten teaching teams to identify suitable next steps in children's learning by providing information on where a child is at in their learning and evidence-based intentional teaching strategies linked to that point of learning that teachers can use in their programming. The EYALT draws on teaching teams' observations of children.

The EYALT contains 8 assessment modules. For each module, teaching teams respond to a series of questions that draw on their observations and existing knowledge of the child. The EYALT's 8 modules align to one or more of the following Victorian Early Years Learning and Development Framework (VEYLDF) Outcomes.

VEYLDF Outcomes	Corresponding Tool modules
Outcome 1 – Children have a strong sense of identity	<ul style="list-style-type: none"> Identity and Community – Social Learning and Identity - Thinking Skills
Outcome 2 – Children are connected with and contribute to their world	<ul style="list-style-type: none"> Identity and Community – Social
Outcome 3 – Children have a strong sense of wellbeing	<ul style="list-style-type: none"> Wellbeing – Emotion Wellbeing - Movement
Outcome 4- Children are confident and involved learners	<ul style="list-style-type: none"> Learning Dispositions Learning and Communication – Numeracy Learning and Identity - Thinking Skills
Outcome 5 – Children are effective communicators	<ul style="list-style-type: none"> Communication – Interactions Communication - Symbols & Text Learning and Communication - Numeracy

The TLDS has been designed to support the sharing of information between kindergarten and Prep/Foundation teachers to enable children’s continuity of learning as they start school. It provides a kindergarten teacher’s assessment of a child’s learning and examples of effective teaching strategies that have supported that child’s individual learning approach in the early years. It is completed in partnership with a child’s family.

How to use the information generated from the EYALT to inform TLDS

Information from the EYALT makes it easier for a kindergarten teacher to complete Section 1.1 of the TLDS.

Information from the EYALT’s Learning Reports for a child can be copied into Section 1.1 of the online TLDS. A Learning Report is generated for each module a teacher has completed for a child in the EYALT.

You can use key information from the Learning Report to complete the TLDS by following these steps:

1. Sign in to the **Early Years Assessment and Learning Tool** via the website - <https://eyalt.arcassess.education/account/login>.
2. Navigate to the reports section – by clicking ‘**Reports**’ on the left-hand menu or on the home page.
3. Select ‘**Learning Report**’, and confirm the **Group, Module, Assessment period**, and the **child** whose reports you would like to view. Click ‘**View**’.
4. You will then see the **Learning Report(s)** for the child that you selected. The Learning Report(s) contains valuable descriptive information about the child’s current level of learning.
5. To help populate the TLDS, scroll to **Page 2 (The Learning Outcome Statement) and 3 (Teaching and Learning Strategies) of the Learning Report(s)**.
6. Log into the **Online TLDS** via the website - <https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/login.aspx>.
7. Navigate to **Section 1.1** of the child’s TLDS.
8. You can either click on a **Learning and Development Outcome** (i.e. Identity) and choose from the pre-existing options or, you may choose to double-click on the empty **Learning and Development column text box**.
9. Descriptors of the child’s learning progress can be selected and copied from **Page 2 of the child’s Tool Learning Report** then pasted into the **Learning and Development column text box** and personalised.
 - a. e.g. A teacher copies and pastes “Provide opportunities for the child to participate or lead small and large group discussions, and to present ideas and opinions to a small group.” They then edit this sentence to include “[Name of child] can participate in or lead…” and personalise other details as/if applicable.
10. A similar copy, paste, and personalise process can happen with information from **Page 3 of the child’s Tool Learning Report** to inform the **Intentional Teaching Strategies** column of the TLDS Section 1.1 (see below).

Learning and Development Outcome and Teaching Strategies (*)		
Learning and Development Outcome	Learning and Development	Intentional Teaching Strategies
IDENTITY	<ul style="list-style-type: none"> • Copy, paste and personalise from Tool Learning Report Page 2 	<ul style="list-style-type: none"> • Copy, paste, and personalise from Tool Learning Report Page 3 (between 2-5 relevant strategies)

11. A copy of the child’s **Learning Report** can also be identified as part of **Section 1.2** – where teachers may list additional information that is available about a child which may be shared with the child’s Foundation teacher via the Online TLDS with parent/carer permission to do so.

Note: To save time at Step 3, after a Module has been completed for a number of children, you can select 'all children' and a report will be generated which contains all of the Learning Reports for that group of children per that Module.

Sharing the EYALT's Learning Reports with Foundation/Prep teachers

Consistent with current and best practice to support children's learning and development, teachers and educators may deem it appropriate to share the Learning Reports with Foundation teachers as part of supporting children's continuity of learning and transition to school. A follow up discussion with a Foundation teacher where relevant is recommended.

In these situations, and in line with current practice, they need to seek separate permission from parents and carers prior to sharing the Learning Reports. It is important to ensure parents and carers are made aware of what and when information about their child is shared with another professional prior to this occurring. For related and up to date advice about completing the transition to primary school, including the online TLDS, please visit the Department's website at: <https://www.vic.gov.au/moving-primary-school>.

Appropriate and safe information sharing ensures that Victorian education and care professionals have the knowledge and information needed to promote and respond to child wellbeing or safety needs and risks. Information about children and families may be shared as required, including where sharing is necessary for the early childhood service to meet its duty of care, anti-discrimination, occupational health and safety and child wellbeing and safety obligations. For more information, visit <https://www.vic.gov.au/information-sharing-schemes-and-the-maram-framework>.

Future plans to integrate TLDS and the EYALT

The department is working to integrate the online TLDS with the EYALT, which will aim to further reduce the time to complete the TLDS for kindergarten teachers.

Further resources

- [Early Years Assessment and Learning Tool | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/early-years-assessment-and-learning-tool)
- The [Early Years Assessment and Learning Tool](#) – User Handbook and other supporting resources (located under Guidance materials in the EYALT)
- [Transition to school resource kit | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/transition-to-school-resource-kit)
- [Victorian Early Years Learning and Development Framework \(VEYLDF\) | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/victorian-early-years-learning-and-development-framework)
- [Complete an online Transition Learning and Development Statement | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/complete-an-online-transition-learning-and-development-statement)
- [TLDS – Kindergarten IT Program](#) - support page for the Online Transition Learning and Development Statement