



Early childhood education and care (ECEC)

TRANSITIONS PLANNER

Birth to Year 2

WHO IS THIS PLANNER FOR?



This planner is designed to support early childhood education and care (ECEC) educators and leaders in planning and implementing positive educational transitions for children and families in the early years. When referring to ECEC services, this includes long day care, outside school hours care (OSHC), family day care and all kindergarten programs.

By adopting an inquiry-based approach to planning, this resource integrates practical strategies and connections from the [Positive transitions: early years toolkit](#), empowering teams to transform ideas into meaningful actions.

HOW TO USE THIS PLANNER

The [Inquiry planning placemat](#) is for ECEC teams to guide their use of the inquiry cycle as a reflective framework to implement positive transitions. The placemat provides clear prompts at each stage of the inquiry cycle, while also connecting ECEC teams to relevant resources.

By using the inquiry cycle as a foundation for planning, ECEC services can create a dynamic and responsive transition process that meets the unique needs of children, families and the broader service community. The placemat outlines the following key stages of the inquiry cycle process:

- › **Scan and assess** – reflect on current transition practices using the [Reflection tool](#) (Attachment 1)
- › **Prioritise** – identify opportunities for improvement within your ECEC service community and use the [Transition strategies](#) section as a starting point for strategies
- › **Develop and plan** – use the [Transition cards](#) and [Transition action plan](#) (Attachment 2) to co-design a responsive transition plan
- › **Act** – implement your ECEC service's transition action plan
- › **Monitor or review** – reflect on your practice and evaluate the impact



Tips

- › The [planning strategies](#) section has been designed as a starting point for ideas, strategies and reflection across birth to Year 2 transitions within your community. To support engagement, this section includes:
- › **Transition planning starters:** A starting point for professional conversations, reflection and local planning. For kindergarten to Year 2, these are organised in terms.
- › **Individual transition planning:** For children and families who may benefit from a more personalised transition approach.

Note: Grey text links to [Transition card](#) topics within the [Positive transitions: early years toolkit](#), providing practical strategies to support implementation. Blue text links to further information.

The transition planning ideas included are not an exhaustive list or must-do items. Teams are encouraged to adapt and prioritise to their local context and ECEC service needs.

The birth to kindergarten stage is organised as ongoing strategies. The kindergarten to Year 2 (K-2) stage has been intentionally grouped together, recognising that many of the strategies supporting a positive transition into kindergarten are equally valuable as children move into OSHC and Prep, progress between year levels, or adapt to new settings.

Planning strategies

Birth to Kindergarten



TRANSITION PLANNING STARTERS: [Supporting children's wellbeing and development](#)

- ☐ Support children experiencing separation anxiety with consistent routines and key educator relationships.
- ☐ Embed predictable [daily routines](#) to build security.
- ☐ Promote attachment-based approaches (e.g. key educator model).
- ☐ Use visual supports (daily schedules, social stories, visual schedules, transition objects).
- ☐ Understand and respond to non-verbal communication in infants and toddlers.
- ☐ Adjust transition strategies based on individual temperament, sensory needs and emotional regulation.
- ☐ Introduce simple self-help routines to build independence.
- ☐ Facilitate gradual room transitions for toddlers moving from infant spaces.
- ☐ Implement peer buddy systems for social-emotional support.
- ☐ Explore and access [disability and inclusion support programs](#) for staff and children.



TRANSITION PLANNING STARTERS: [Cultural responsiveness and community connections](#)

- ☐ Recognise and support cultural caregiving styles.
- ☐ Identify authentic ways to [embed Aboriginal perspectives and Torres Strait Islander perspectives](#).
- ☐ Partner with Aboriginal Elders and Torres Strait Islander Elders and cultural leaders in your community to ensure [culturally safe](#) transitions.
- ☐ Build [partnerships with community](#) through community events (e.g. Under 8's day).
- ☐ Provide culturally sensitive communication and engagement practices (e.g. translated resources).



TRANSITION
PLANNING
STARTERS:
**Partnering
with families**

- ☐ Encourage families to gradually introduce children to the environment through short visits (e.g. stay and play sessions).
- ☐ Plan warm and welcoming enrolment conversations.
- ☐ Offer flexible settling-in schedules for new enrolments.
- ☐ Encourage families to share home routines, comfort objects and child preferences.
- ☐ Provide families with orientation sessions, handbooks, fact sheets and transition information.
- ☐ Encourage family involvement in setting up the child's space (e.g. family photos).
- ☐ Strengthen partnerships with families through home visits or informal chats.
- ☐ Establish shared communication strategies between the service and families for daily updates, reflections and learning plans (apps, journals, newsletters).
- ☐ Offer parent workshops promoting social and emotional wellbeing.
- ☐ Encourage families to attend health and development check-ups.
- ☐ Provide opportunities for families to reflect on the transition process and share their voice.
- ☐ Prepare families for transition to kindy or new care settings.



TRANSITION
PLANNING
STARTERS:
**Learning
environments**

- ☐ Provide familiar sensory cues (soft lighting, calming music) to support regulation.
- ☐ Make reasonable adjustments to support all children to access, participate and thrive.
- ☐ Create responsive indoor and outdoor environments that promote wellbeing and inclusion.
- ☐ Celebrate the geographical, cultural and community context within learning environments.



TRANSITION
PLANNING
STARTERS:
**Continuity
of learning
and care**

- ☐ Embed practices that acknowledge families as first teachers.
- ☐ Provide transition-to-care and transition-to-kindy social stories.
- ☐ Share 'what to expect' resources for room or service transitions.
- ☐ Share transition support information with future educators (with consent).
- ☐ Conduct transition meetings with kindy or new care providers.
- ☐ Connect families with additional early learning pathways to support their child's learning.





TRANSITION PLANNING STARTERS:

Data, evaluation
and professional
learning

- ☐ Collect and analyse [early years data](#) to plan responsive transitions.
- ☐ Establish or join an [early years network](#) to support transitions and share insights.
- ☐ Collect family and educator [feedback to inform future transitions](#).
- ☐ Evaluate and document successful transition strategies.
- ☐ Enhance transition practices through professional learning.



INDIVIDUAL TRANSITION PLANNING

- ☐ Identify children who may need additional support, including those with developmental delays, trauma backgrounds, neurodivergence, social-emotional regulation needs, or those in out-of-home care or experiencing changes in care arrangements.
- ☐ Partner with families and transition partners to discuss individual transition planning, obtain consent to share information, and co-develop the plan collaboratively.
- ☐ Connect children and families with supports, ensuring access to [early intervention](#), allied health and other relevant services.
- ☐ Use tailored transition tools and adjustments, such as transition objects, picture schedules, social narratives, transition booklets and sensory-friendly environments.
- ☐ Support [continuity across settings](#), including daily transitions, room moves and transitions between ECEC services, ensuring consistent handovers between educators.
- ☐ Offer additional transition opportunities, such as extra visits or gradual orientation and provide [accessible transitions](#).



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › [Inclusive education policy](#)
- › [EYLF > Continuity of learning and transitions](#)
- › [QKLG > Learning and development areas](#)



Planning strategies

Kindergarten to Year 2 (including OSHC)

Term 1 January to March



TRANSITION PLANNING STARTERS

- ☐ Use the [early years toolkit](#) to reflect and plan responsive transition practices.
- ☐ Identify the [transition leader/team](#) in your service.
- ☐ Embed transition priorities within the service QIP.
- ☐ Organise enrolment packs (include transition statement consent forms for kindergarten).
- ☐ Share enrolment information and key transition dates with partners.
- ☐ [Capture the voice of learners and families](#) about their transition experiences to inform practice.
- ☐ Update school website with relevant transition information including key dates.
- ☐ Establish routines and [daily transitions](#).
- ☐ Develop [partnerships with community](#) and [partnerships with families](#).
- ☐ Promote other [early learning pathways](#) with families.
- ☐ Consider [invisible transitions](#) in planning.
- ☐ Identify strategies to develop [partnerships between other local ECEC services and schools](#).
- ☐ Share social stories during supported visits to new K-2 learning environments.
- ☐ Foster belonging through [culturally safe spaces](#).
- ☐ Design [responsive learning environments](#) that build from a learner's prior experiences, interests and knowledge.
- ☐ Enact [continuity between curriculum and pedagogy](#) to build from prior learning into new experiences across K-2.
- ☐ Embed a range and balance of [early years pedagogies](#) to engage young learners.
- ☐ Respond to children's learning and development needs using evidence-based initiatives (e.g. [Kindy Uplift](#)).
- ☐ Explore and access [disability and inclusion support programs](#) for staff and children.



INDIVIDUAL TRANSITION PLANNING

- ☐ Identify transition partners and begin building trusting relationships.
- ☐ Obtain consent from families to share information to support transitions ([consent form to share information with third parties for transition to school planning and support](#)).
- ☐ Support families to begin [choosing a school](#) and [locating their local in-catchment state school](#) or [special school](#).
- ☐ Support conversations with families and transition partners if children require extra support to transition from kindergarten.
 - › Listen to families' concerns and encourage them to advocate for their child
 - › Link families with support services



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep-Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development areas](#)

Planning strategies

Kindergarten to Year 2 (including OSHC)

Term **2** April to June



TRANSITION PLANNING STARTERS

- ☐ Provide accessible transition information to families, ECEC services and communities.
- ☐ Use the early years toolkit to finalise planning.
- ☐ Embed routines and daily transitions (continued refinement).
- ☐ Connect with local Early Childhood Development Programs (ECDP) and schools to discuss transitions.
- ☐ Start reciprocal visits between early years staff across ECEC services and schools.
- ☐ Identify strategies to develop shared transition experiences between settings.
- ☐ Connect with local schools to access transition information and key dates.
- ☐ Update the service website with transition information.
- ☐ Build a shared language between ECEC and early years school staff.
- ☐ Build partnerships with community through events (e.g. Under 8's day).
- ☐ Identify authentic ways to embed Aboriginal perspectives and Torres Strait Islander perspectives and continue to foster belonging through culturally safe spaces.
- ☐ Join or establish an early years network.
- ☐ Identify responsive transition strategies using early years data.
- ☐ Identify existing playgroups in your local community or plan for supported playgroups.
- ☐ Promote and embed social and emotional wellbeing within transition planning.
- ☐ Enable continued access to disability and inclusion support programs.
- ☐ Identify strategies to build strong partnerships with families (continued).
- ☐ Support conversations with families around early intervention support for children (if required).



INDIVIDUAL TRANSITION PLANNING

- ☐ Meet with transition partners, such as ECDPs, NDIS support workers and the child's future school, to build a shared focus and plans.
- ☐ Plan early transition experiences for children requiring individual and gradual transitions.
- ☐ Begin plans and support attendance at transition programs/reciprocal setting visits.



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep-Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development Areas](#)

Planning strategies

Kindergarten to Year 2 (including OSHC)

Term **3** July to September



TRANSITION PLANNING STARTERS

- ☐ Refer to the [Transition statement flow chart](#).
- ☐ Refer to [QCAA](#) to prepare for transition statement development and portal access.
- ☐ Ensure transition statement consent forms are obtained.
- ☐ Connect with local ECDPs, schools and OSHC to discuss transition opportunities.
- ☐ Share pedagogies, learning environments and curriculum connections to support [continuity of learning](#) between K-2.
- ☐ Implement [reciprocal visits between early years staff](#).
- ☐ Critically reflect on the transition program as an integrated process ([more than orientation](#)).
- ☐ Continue to build strong [partnerships between ECEC services and school settings](#) (e.g. through a [early years network](#)).
- ☐ K-2 staff share ideas about [responsive learning environments](#) to support [continuity of curriculum and pedagogy](#) connections.
- ☐ Support transition practices focused on [families transitioning together](#).
- ☐ Continue to embed strategies to build strong [partnerships with families](#) and [partnerships with community](#).
- ☐ Visit new outdoor/indoor [environments](#) that learners will engage in next year.
- ☐ Meet with future K-2 staff to support conversations and planning for continuity of learning.
- ☐ Ensure continued access to [disability and inclusion support programs](#).



INDIVIDUAL TRANSITION PLANNING

- ☐ Continue implementation of individual transition planning and attend/facilitate meetings with transition partners.
- ☐ Plan and support attendance at transition programs/reciprocal setting visits.
- ☐ Confirm the transition coordinator has access to all relevant reports provided once enrolment is confirmed (with consent).
- ☐ Invite representatives from the child's school to visit the child and family at ECDPs, if registered and consent provided.



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep-Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development areas](#)

Planning strategies

Kindergarten to Year 2 (including OSHC)

Term 4 October to December



TRANSITION PLANNING STARTERS

- ☐ Refer to the [transition statement flow chart](#).
- ☐ Refer to [QCAA](#) to support [transition statement](#) development.
- ☐ Complete transition statements and discuss with parents/caregivers.
- ☐ Discuss transition statements with local schools and Prep teachers (with consent).
- ☐ [Capture learner and family voice](#) to reflect and adjust practices for next year.
- ☐ Reflect on [transition planning](#) and record [feedback for future planning](#).
- ☐ Continue supporting [early intervention](#) conversations with families.
- ☐ Promote parent attendance at school transition programs and information sessions.
- ☐ Build a [shared language between settings](#) and share professional learning.
- ☐ Build strong [partnerships with OSHC services](#) and discuss ways to support children transitioning between K-2 settings and OSHC.
- ☐ Implement visits to new K-2 learning environments for the following year.
- ☐ Share pedagogies, learning environments and curriculum connections with school staff.
- ☐ Plan responsive transition experiences that honour children's prior knowledge and experiences.
- ☐ Identify adjustments for children with additional learning needs and engage relevant staff.
- ☐ Share and practise new routines and [daily transitions](#) that could be experienced next year.



INDIVIDUAL TRANSITION PLANNING

- ☐ Plan and facilitate meetings with relevant transition partners.
- ☐ Coordinate additional visits for individual children, if required.
- ☐ Develop and share visuals (e.g. social narratives, checklists, photographs, video clips, transition booklet) to support a successful transition.
- ☐ Share the individual transition plan and relevant reports with future school and support staff.



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep-Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development areas](#)

Share with families

More information



EARLY LEARNING

- › [Playgroups](#)
- › [Early learning at home](#)
- › [Early years brain development](#)



ECEC SERVICES

- › [Find an early childhood service](#)
- › [Fees, costs and subsidies](#)
- › [Early childhood education and care](#)
- › [Outside school hours care \(OSHC\)](#)



KINDERGARTEN

- › [Free kindy finder](#)
- › [Age requirements and enrolment](#)
- › [Tips for finding a quality service](#)
- › [Let's yarn about kindy](#)



TRANSITIONS

- › [Positive transitions to school: Information for families](#)
- › [Transitions in the early years](#)
- › [Starting Prep checklist](#)
- › [Making the big move to kindy or Prep: Practical ideas](#)



FUN ACTIVITIES

- › [Starting school game and booklet](#)
- › [Wonderful me poster](#)
- › [Chatterbox](#)



SUPPORT SERVICES

- › [Early intervention](#)
- › [Child and baby health clinics](#)
- › [My community directory](#)
- › [Early Years Places](#)
- › [Transition to Prep for children with disability – Fact sheet](#)
- › [Early Childhood Development Program \(ECDP\) – Fact sheet](#)



INQUIRY PLANNING PLACEMAT

Prior to using the inquiry cycle, transition leaders read and unpack:

- Transitions research: Transitions Position Statement, Transitions literature review and Transitions implementation and future direction advice
- Positive transitions: early years toolkit



SCAN AND ASSESS

Gather rich information about current transition practices in your school and understand current data of learners and the community.

- How does our approach align with the evidence base within the **Transitions Position Statement** and **Transitions literature review**?
- How do we currently support quality transitions across birth to Year 2 in our community? Have we identified our current practice using the *Reflection tool* (Attachment 1)?
- What does our community [Australian Early Development Census](#) (AEDC) data tell us about child development?
- How do we use [Kindergarten Transition Statements](#) to support children's learning and smooth transitions to school?
- What does kindergarten participation data and AEDC demographic data tell us about our community?
- How have the voices of children, families, educators and community informed our transition practice?
- How do we foster belonging for children, families, staff and the community?



PRIORITISE

After scanning and assessing, identify opportunities for improvement.

- What are 1–3 improvement priorities for transitions in our service?
Priority 1: Priority 2: Priority 3:
- Have we identified a transition leader or team who is responsible for leading the transition work?
- How will we measure success? (What does this look like in 3, 6 and 12 months?)
- Using the *planning strategies*, what opportunities and actions have we identified to support our transition improvement priorities?
- AEDC reflection: Have we identified target cohorts or domains that have informed our priorities?



DEVELOP AND PLAN

Co-design a plan guided by child needs and local context.

- How are our priorities reflected in our [Quality Improvement Plan](#) (QIP)?
- Using the *Transitions action plan*, record current and future transition strategies that occur throughout the year, both inside and outside our service.
- Using the *Transitions action plan*, identify key strategies, resourcing, people and impact measures that will support our priorities.
- Using the *Transition cards*, identify strategies that are responsive to our context and improvement priorities.
- How will impact be measured?
- When will review points be identified?
- AEDC reflection: Have we selected strategies that build on our focus developmental domains?



ACT

Support one another to implement plans and commit to actions.

- Confirm the transition leader or team are available to lead the implementation.
- Provide the necessary resources to partners.
- Provide partners with opportunity for feedback during implementation.
- Monitor and manage roadblocks.
- AEDC reflection: Are we implementing practices beyond transition activities (e.g. family engagement)?



MONITOR OR REVIEW

Reflect on the work you have undertaken to understand and evaluate the impact.

- Using the *Transitions action plan*, record evaluation reflections (refer to prompts).
- What has worked/not worked and how do we know?
- What data has informed our evaluation?
- How will we celebrate success?
- What adjustments need to be made to our transition practices based on evaluation?
- Consider how transition practices will be maintained.
- AEDC reflection: Have we evaluated impact considering both transition processes and child outcome indicators?



MONITOR OR REVIEW

Evaluation prompts drawn from the Transitions literature review.

- What evidence can be generated and shared within and across local ECEC services and schools?
- How can we provide stability and consistency during periods of transition?
- How can children's wellbeing, social and emotional learning, and relationships be monitored and supported through transitions?
- Who are the individuals, groups or stakeholders that we have not yet engaged with in our conversations about transition?
- What evidence do we need to determine whether we are meeting the diverse needs of all learners in transitions?



SCAN AND ASSESS

Attachment 1 — Early childhood education and care services: Reflection tool

This tool can be used by early childhood education and care (ECEC) services to guide reflection on current transition practices. Starting points for alignment are made across key frameworks and documents to support reflection and improvement.

Key frameworks and documents

National Quality Standard More information	Transition principles More information	Transitions Position Statement More information	Guiding questions for reflection Use as starting points for reflection	Current transition practice Record the current transition practice in your service	Data we use Record current data to understand the impact of current practices	Identified areas for improvement Record 1–3 improvement areas for your service
QA1 Educational program and practice 	Knowing children and families From evidence to action	Honour learners' unique strengths and contexts Nurture continuity of learning	• How are children's voices, choices and identities embedded in curriculum decisions? • How do we reflect on the multiple types of transitions children experience? • How do we co-design transition experiences with families and communities? • How do our transition practices support children's agency?			
QA2 Children's health and safety 	Knowing children and families Trusting partnerships	Respond flexibly to learners and their contexts	• How do we foster belonging by responding to children's physical and emotional needs? • In what ways do we centre children's voices, comfort and wellbeing in routines? • How do we collaborate with families and community to enhance wellbeing? • How do our child safety practices reflect the voices and strengths of children and families?			
QA3 Physical environment 	Knowing children and families Showing leadership	Honour learners' unique strengths and contexts Nurture continuity of learning	• How do we design inclusive environments that meet diverse learning needs? • How do our indoor and outdoor spaces promote wellbeing through flexible, responsive design? • In what ways do our environments celebrate our geographical, cultural and community context? • What reasonable adjustments ensure all children can access, participate and thrive?			
QA4 Staffing arrangements 	Showing leadership Trusting partnerships	Build strong relationships Foster a sense of belonging	• How do we prioritise staff continuity to support transitions? • How do we record and share transition processes to ensure consistency? • How do educators nurture connections with families and community for mutual learning?			
QA5 Relationships with children 	Knowing children and families Trusting partnerships	Build strong relationships Foster a sense of belonging	• How do we prioritise purposeful interactions to support belonging during transitions? • How do we plan transitions and routines to allow uninterrupted, meaningful play? • How do we promote children's social and emotional competence through transitions? • In what ways are children's rights respected and embedded throughout the transition process?			
QA6 Collaborative partnerships with families and communities 	Trusting partnerships From evidence to action	Build strong relationships Strengthen collaborative partnerships	• How do we build trusting, culturally safe relationships with families and community? • How do we ensure open, ongoing communication with partners? • How are transition partners involved in reviewing and improving our practices? • How do we support children's transitions to school and between education and care environments? • How do we foster collaborative partnerships with schools and community to provide consistent support for children and families? • How is data used to understand community strengths and needs and inform our transition practices?			
QA7 Governance and leadership 	Showing leadership From evidence to action	Use evidence and build a culture of inquiry	• What do our enrolment and orientation procedures communicate about our values? • How do we build team capability to lead inclusive transition practices? • How do we review transition practices to ensure effectiveness and alignment with research? • Which governance documents guide transitions, and how are they used and reviewed? • How do leaders support staff to implement consistent, high-quality transition practices?			

Attachment 2 — Early childhood education and care services: Transition action plan

This tool can be used by ECEC services in the planning phase to support documentation of early years transition strategies that are implemented across the year in their context. This editable action plan can capture both current and future strategies. Examples are provided below to prompt thinking.

Service name:		Year:	Review date:	Transition team:	
Improvement priority 1:					
Improvement priority 2:					
Improvement priority 3:					

Date	Transition strategy	Staff responsible	Resourcing	Success measures	Evaluation reflections
TERM 1					
Example: February	Gather voice of children and families who experienced transition across the service last year to inform and refine transition practices.	Educator/Director	• survey	• data records of child/family voice • documented adjustments to transition practice	
TERM 2					
Example: April	Commence reciprocal visits between early years professionals across service and local schools. Embed cycles to share continuity practices such as pedagogy, environments and curriculum links.	Educator and Director	• release time • timetabling	• visits • professional reflections and learnings • evidence of continuity practices reflected across early years learning environments	
TERM 3					
Example: September	Continue to implement and reflect on transition goals for children with an individual transition plan.	Transition team	• transition meetings • transition experiences	• meetings • documentation of individual transition plan and progress	
TERM 4					
Example: November	Prepare transition statements and engage with local schools where consent has been provided by Parents/Carers to support continuity of learning.	Educators	• release time	• transition statements and consent forms completed • reciprocal transition statement conversations with Prep teachers where consent has been provided	