



# Positive transitions:

early years  
toolkit

... a guide for ECEC services

**Produced by:**

Department of Education, Queensland

**Copyright notice**

© State of Queensland (Department of Education) 2026 unless indicated otherwise. All rights reserved. Copyright in this publication is owned by or licensed to the State of Queensland (acting through the Department of Education). No part may be reproduced, communicated, modified or stored by any process without the written permission of the Department of Education. All rights reserved.

This publication is not part of NEALS.

**Written requests for permission should be addressed to the:**

Copyright Unit, Information Management  
Department of Education PO Box 15033, City East QLD 4002

**Disclaimer statement**

While all care has been taken in preparing this publication, the State of Queensland (acting through the Department of Education) does not warrant that the content is complete, accurate or current. The Department of Education expressly disclaims any liability for any damage resulting from the use of the material contained in this publication and will not be responsible for any loss, howsoever arising, from use of, or reliance on this material. The user must make the enquiries relevant to their use in relation to the material available in this publication. Every effort has been made to trace and acknowledge copyright. The Department of Education would be pleased to hear from the copyright holder to rectify any omission or error.

# Acknowledgement of Country

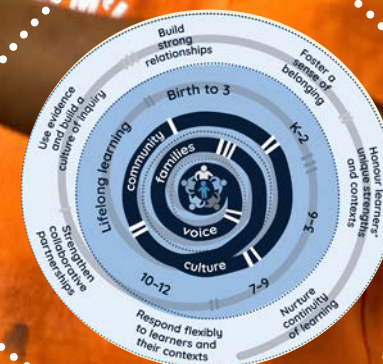
The Department of Education (the Department) acknowledges the Traditional Owners of the lands from across Queensland.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples across the state.

A better understanding of and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation.

The Department has made a commitment to place Aboriginal peoples and Torres Strait Islander peoples at the forefront of decision-making in the spirit of reconciliation.

Creating supportive environments where stakeholders feel empowered to act, allows our agency to move collectively in the same direction.





# Contents

## Resources 5

- Transitions research 6
- Positive transitions: early years toolkit - overview 7
- Transitions partnership placemat 8
- Transitions planners 9
- Transition cards 11
- Individual transitions guide 12

## Resources in action 13

- Positive transitions — inquiry cycle 14
- Enacting the inquiry cycle 15
- Individual transitions guide 16
  - Scenario — Mia (ECDP to ECEC) 18
  - Scenario — Noah (Prep to OSHC) 20
  - Scenario — Jarrah (Pre-kindy to Kindy) 22

## Reflection 24

## Supporting links 25

# Resources

Resources to support Early Childhood Education and Care (ECEC) services to enact quality transitions.

why

## Transitions research

Contemporary evidence-base and shared language of birth to year 12 positive transitions in Queensland.



## Resources aims to:

- build capability, shared language with transition partner
- promote continuity of learning
- support the enactment of the transitions research suite.

how

## Transitions partnership placemat



A conversation starter for transition partners to connect around the importance of transitions, shared roles and supporting resources.

## Transition planners



Four contextual planners for collaborative transition planning.

## Transition cards



A bank of practical transition strategies and practice examples to support transition planning.

## Individual transitions guide



A statewide tool to support the team around the child to collaboratively plan for children **prior to school**, who may require an individualised approach to transition.



Explore more  
*Transitions in the early years*

why

# Transitions research

Connecting research, lived experience and practice to strengthen positive transitions.

## Use the research to:

- understand that transitions begin at birth and occur across various settings
- build strong relationships with families and transition partners
- support children to feel safe, known and connected
- share information that helps continuity of learning
- reflect on strengths and what could be improved

- Research to support teaching teams and transition partners to understand positive transitions from birth to Year 12 and strengthen everyday practice.

1

## Transition Literature review



- Provides the research base for positive transitions from birth to Year 12, highlighting relationships, belonging, continuity, partnerships and context.

2

## Transitions Position Statement



- Outlines Queensland's shared commitment to positive transitions from birth – Year 12.
- Brings together the research and lived experiences on what matters most for children, communities, teaching teams and leaders.

3

## Implementation and Future Direction Advice



- Provides advice for future opportunities and helps inform future transition practice, planning and initiatives.

## Positive transitions: early years toolkit – overview

One toolkit. Many partners. Shared support for positive transitions.

- An overview page that introduces the toolkit and shows which resources are most relevant for each transition partner: families, ECEC services, state schools and community services.

Queensland Government

### Positive transitions: early years toolkit – overview

In 2026, Queensland announced a Transitions Position Statement, sharing evidence-informed commitments to enable educational transitions across birth to Year 12. These commitments have been built from university research literature and consultation with stakeholders in Queensland. *The Positive transitions: early years toolkit resources* support implementation of the research.



[Explore the research](#)

| Resources                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Audience |               |               |                    |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|---------------|--------------------|
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Families | ECEC services | State schools | Community services |
| Transitions partnership placemat | A conversation starter for transition partners to connect, discuss positive transitions for children birth to 8 years, and collaborate on shared roles and resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |               |               |                    |
| Transition planners              | There are four contextual planners to support transition partners to: <ul style="list-style-type: none"> <li>• navigate of transition pathways across birth to 8 years</li> <li>• link to practical strategies and information</li> <li>• collaboratively plan and build a shared language for early years transitions</li> <li>• implement inquiry planning for ECEC and school settings</li> </ul> A tailored planner is available for each partner including: families, Early childhood education and care services (including Outside school hours care), state schools and community support services (e.g. ECDPs, health, child safety etc). |          |               |               |                    |
| Transition cards                 | A bank of practical transition strategies and practice examples to support transition planning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |               |               |                    |
| Individual Transitions Guide     | A statewide tool for transition partners to support children prior to school (birth to 5 years), who may require an individualised approach to transition successfully in their early years. It supports the team around the child to collaboratively plan a quality transition that is integrated over time and ensures the right support is in place at the right time.                                                                                                                                                                                                                                                                          |          |               |               |                    |




### Use the overview to:

- introduce the Positive transitions: early years toolkit
- identify which resources are relevant for each audience
- understand how the resources work together
- choose the right resource for families, ECEC services, schools or community services
- supports implementation of the transitions research in practice

how

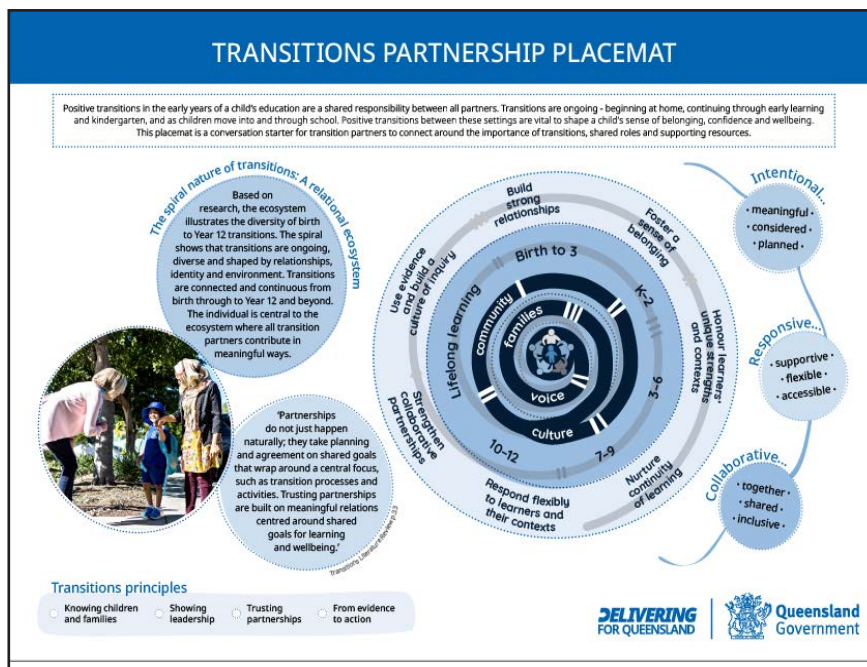
# Transitions partnership placemat

Start with the child.  
Plan together.  
Support positive  
transitions.

## Use the placemat to:

- start conversations about positive transitions
- identify transition partners
- discuss shared roles and responsibilities
- build relationships across families, ECEC, schools and community services
- agree on next steps to support the child and family
- choose the most relevant toolkit resources

- A conversation starter to support transition partners understand shared roles, build relationships and support positive transitions.



- Introduces positive transitions as ongoing, relational and shared.

## Transitions Partnership Roles

| Child                                                                                                                                                                                                                                                                      | Families                                                                                                                                                                                                                                                                                                                                    | Community support services                                                                                                                                                                                                                                                                                                                                                                                                      | ECEC & OSHC                                                                                                                                                                                                                                                                                                                                                             | Schools                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MY ROLE AS A TRANSITION PARTNER                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>voice what is important to me</li> <li>share what I have learned before</li> <li>join transition experiences</li> <li>meet new friends and adults</li> <li>share what helps me feel happy and how I belong in new places</li> </ul> | <ul style="list-style-type: none"> <li>voice what is important to my child and family in the transition process</li> <li>connect and collaborate with transition partners</li> <li>engage early with transition experiences</li> <li>support my child's early learning and development</li> <li>seek and access support services</li> </ul> | <ul style="list-style-type: none"> <li>voice what is important to the child and family from a community lens</li> <li>connect and collaborate with transition partners</li> <li>link families with support services such as housing and health</li> <li>promote accessible social experiences for families such as playgroups and family networks</li> <li>advocate for a collaborative approach to service delivery</li> </ul> | <ul style="list-style-type: none"> <li>voice what is important to the child and family from an ECEC and OSHC lens</li> <li>connect and collaborate with transition partners</li> <li>deliver high quality and accessible early learning services</li> <li>foster a sense of belonging for children and families</li> <li>promote early childhood development</li> </ul> | <ul style="list-style-type: none"> <li>voice what is important to the child and family from a school lens</li> <li>connect and collaborate with transition partners</li> <li>deliver continuity of learning through responsive early years practices and environments</li> <li>engage with support services</li> <li>understand early childhood development</li> <li>foster a sense of belonging for children and families</li> </ul> |
| POSITIVE TRANSITIONS: EARLY YEARS TOOLKIT — Supporting resources for all partners                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>All resources in the Positive Transitions: Early Years Toolkit are designed with the child at the centre. Together, they support positive transitions by helping partners create responsive and collaborative transition experiences for every child.</p>               | <ol style="list-style-type: none"> <li>Transitions partnership placemat</li> <li>Families transitions planner</li> </ol>                                                                                                                                                                                                                    | <ol style="list-style-type: none"> <li>Transitions partnership placemat</li> <li>Community services transitions planner</li> <li>Transition cards</li> <li>Individual transitions guide</li> </ol>                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>Transitions partnership placemat</li> <li>ECEC transitions planner</li> <li>Transition cards</li> <li>Individual transitions guide</li> </ol>                                                                                                                                                                                    | <ol style="list-style-type: none"> <li>Transitions partnership placemat</li> <li>School transitions planner</li> <li>Transition cards</li> <li>Individual transitions guide</li> </ol>                                                                                                                                                                                                                                                |

**Key definitions** Families: Children and young people in caring relationships with parents, carers and other significant adults. Transitions partners: Children, families, community support services, early childhood education and care (ECEC) services, Out of School Hours Care (OSHC) and schools.  
For more information visit <https://earlychildhood.qld.gov.au/early-years/transitions>

- Clarifies transition partner roles and links to supporting toolkit resources.

how

# Transition planners

From reflection  
to action  
for every child.

- ▶ A planning resource to support ECEC educators and leaders to plan, implement and review positive transitions for children and families from birth to Year 2. It includes long day care, OSHC, family day care and kindergarten programs.

## 1 ECEC Transitions planner



## 2 Supporting attachments

### Attachment 1 — ECEC: Reflection tool (Editable)

**Scan and assess** current transition practices through:

- the National Quality Standard (NQS) lens
- transition principles
- transitions position statement.

### Attachment 2 — ECEC: Transition action plan (Editable)

An editable planning tool to document and track transition actions across the year reflecting on:

- transition strategies
- staff responsibilities
- resourcing
- success measures and evaluation reflections.

### Use the planners to:

- reflect on current transition practices through an NQS lens
- identify transition priorities for your service
- plan strategies across the year
- strengthen partnerships with families, schools, OSHC and support services
- support children who may need an individualised approach
- review strengths and improvements

The ECEC Transitions planner uses the inquiry cycle to support services to:

- **scan and assess** current transition practices
- **prioritise** improvement
- **develop and plan** practical transition strategies
- **act** by implementing the transition action plan
- **monitor or review** the impact of transition practices.

how

# Transition planners — for every partner

Explore together.  
Plan together.  
Support every  
child.

## Build strong partnerships by

- ask transition partners which planner they are using
- explore each planner together during transition planning meetings
- use the planners to develop shared language and coordinated strategies
- learning about each partner's role in supporting positive transitions

- Positive transitions are strengthened when everyone works together. Become familiar with the planners used by your transition partners to build shared language, strengthen collaboration and support coordinated planning for children and families.

## 3 Families transitions planner



Supports families to prepare, participate and partner throughout their child's transition journey.

## 4 School transitions planner



Supports school leaders and teaching teams to plan, implement and review positive transitions to:

- strengthen transition practices
- build partnerships with ECEC services
- support continuity of learning and wellbeing
- collaborate with families and community partners.

## 5 Community services transitions planner



Supports health, specialist and community services working with children and families from birth to Year 2 to:

- identify relevant transition ideas
- contribute to shared planning
- support individual transition needs
- connect families with useful resources.

how

# Transition cards

Spark conversation,  
guide reflection  
and turn ideas into  
action.

- ▶ A collection of practical, research-informed strategy cards to support positive transitions for children, families, teaching teams and leaders.

## Use the cards to:

- spark discussion and reflection in team meetings
- explore practical strategies for positive transitions
- connect planning to the transition principles
- choose strategies that match your service priorities
- support professional learning and collaborative conversations
- contextualise ideas for your children, families and community



## The Transition cards include:

- practical strategies
- reflective questions
- links to research, frameworks and supporting resources.

Cards are grouped by transition principles to help ECEC services explore ideas, guide conversations and choose strategies that suit their local context.

how

# Individual transitions guide

Start early, plan together, support every child to belong.

## Use the guide to:

- identify children who may benefit from an individual transition plan
- engage families early and obtain consent
- bring together the team around the child
- gather information about the child's strengths, needs and supports
- develop an individual transition plan
- review the plan and adjust supports as needed

## 1 Individual transitions guide



- Use this guide when a child prior to school, birth to 5 years, may benefit from an individualised approach to transition.

## 2 Supporting attachments

The Individual transitions guide includes three attachments that support communication, consent and planning:



Attachment 1: Parent/carer letter

- Use this to invite families to take part in an individual transition planning meeting.



Attachment 2: Transition partner letter

- Use this to invite other transition partners, such as ECEC services, schools, ECDP, OSHC, allied health or support services, to contribute to planning.



Attachment 3: Individual transition plan

- Use this to record the child's strengths, interests, support needs, transition partners, strategies, actions, timeframes and review points.

# Resources in action



connect



belong



support

## Contents

- Resources

## Resources in action

- Inquiry cycle
- Enacting the inquiry cycle
- Individual transitions guide

Supporting links

## Resources

## Scan and assess

- Transitions Literature review and Position Statement
- ECEC Transition planner
- Attachment 1: ECEC Reflection tool

## Prioritise

- ECEC Transitions planner - Planning strategies
- Attachment 1: ECEC Reflection tool

## Develop and plan

- Attachment 2: Transition action plan
- Transitions partnership placemat
- Transition cards

## Act

- Transition cards
- Share with families, Families Transitions Planner
- Individual transitions guide

### Monitor or review

- Attachment 1: ECEC Reflection tool
- Attachment 2: Transition action plan

Explore *Transition planners* to collaborate with your transition partners.

## Positive transitions: early years toolkit — an inquiry cycle lens



# Enacting the inquiry cycle ...



## Building relationships with local ECEC services

An ECEC director and early childhood teacher begin by reading the *Transitions Position Statement* to build a shared understanding of positive transitions.

They reflect on the commitments to build strong relationships, nurture continuity of learning and strengthen collaborative partnerships.

They recognise that children experience many transitions across local ECEC services, Kindy programs, OSHC and school. They see an opportunity to build on existing relationships with other services in the area to create more connected and consistent transition experiences.

### Choose one focus ...

They identify one priority:

### Build stronger relationships with other local ECEC services.

Using the *planning strategies* in the ECEC transitions planner, the team explores and notice several strategies point to building partnerships, sharing insights and connecting with other local services.

### ... The team considers...

*"Which strategy will make the biggest difference for children and families?"*



### Start with what you know ...

During a staff meeting, the team uses the *ECEC Transition planner* and *Reflection tool* (Attachment 1) to reflect on their current transition practices.

They reflect on how their service currently connects with local ECEC services, what information is shared when children move between settings, and how children and families experience continuity.

### ... The team asks...

- "Who are we already connected with?"
- "What does our data reflect?"
- "Where could stronger relationships support children and families (QA6)?"



### Priority into action ...

The team records their priority in *Transition action plan* (Attachment 2) and begins planning how it will be enacted across the year. They use the *Transitions partnership placemat* to guide conversations about shared roles and responsibilities, keeping children at the centre. They also tap into the *Transition card: Reciprocal visits* to plan how educators can visit other ECEC services, observe practice and learn together.

### ... The team considers...

- "How will we connect with others?"
- "Who will we connect with?"

### Put the plan into practice ...

Through their Early years network, the team connects with nearby ECEC services and begin reciprocal visits.

As they build relationships, they continue to use *Transition cards* to explore and refine their strategies, share ideas and strengthen transition practices across services.

### ... The team considers...

- "What strategies can we try, share or adapt together?"
- "How can we include child and family voice in what we trial?"
- "What small action can we trial before the next network meeting?"



### Reflect on what changed ...

The team reviews the *Transition action plan* (Attachment 2) and success measures.

They gather feedback from educators, families and ECEC partners to understand what strengthened relationships and supported children's transitions.

### ... The team asks...

- "What do our success measures tell us?"

Share:  
*Families Transition Planner*



**Please note:** This is one example only. Engaging with the inquiry cycle will vary within and across contexts.

responsive



# Individual transitions guide — in action



continuity



trust



collaboration



partnership

familiarity



# Scenario: Supporting Mia's transition

ECDP to  
ECEC  
service



Mia is 2½ years old, has a cochlear implant and attends an Early Childhood Development Program. She is preparing to start at an ECEC service and will be attending both settings. Mia's family share that she is curious, enjoys painting, outdoor play and music, and feels most confident when routines are predictable and adults use familiar communication strategies, like AUSLAN.

## STEP 1 Identify the child

The ECEC director and lead educator consider whether Mia would benefit from an individual transition plan.

They reflect on the guide's key questions:

- *Is Mia transitioning to early learning, ECDP, kindy or school?*
- *Would Mia benefit from an individualised transition plan?*
- *What insights from Mia's family, ECDP staff and other transition partners could support her transition to the ECEC service?*

The team identifies that Mia may benefit from an individual transition plan because she has specific communication, hearing, wellbeing and participation needs that should be considered before she starts.



## STEP 2 Engage the family and obtain consent

The lead educator connects with Mia's family to learn about her strengths, routines, communication preferences, cochlear implant support needs and what helps her feel safe and included.

The team also considers how to make the process culturally safe, inclusive and accessible for the family and ensure the meeting is held in a place that feels welcoming and accessible.

With family consent, the ECEC service contacts Mia's ECDP staff and relevant specialists so information can be shared respectfully and used to plan coordinated transition supports.



Attachment 1: Parent/carer letter  
Attachment 2: Transition partner letter

## STEP 3 Identify the team around the child

Once consent is provided, a transition coordinator is identified (ECDP) and brings together Mia's family, ECEC educators, ECDP staff and relevant specialists to plan her transition.

The team also explores the different transition planners that partners may be using, such as the *Families transition planner*, *ECEC transition planner* and *Community services transition planner*.

This supports everyone to build shared language, understand each other's role and plan together with Mia at the centre.



## STEP 4 Gather evidence

The transition coordinator gathers information from Mia's family, ECDP staff and other partners. This may include Mia's strengths, interests, routines, communication preferences, cochlear implant support needs, current strategies, reports, observations or existing support plans.

This helps the team build a holistic picture of Mia and identify what will support her belonging, participation and confidence in the ECEC setting.



## STEP 6 Enact the plan and engage in feedback

The team puts Mia's plan into action. Educators check in regularly with Mia's family, ECDP staff and other transition partners to understand what is working and what may need adjusting.

As Mia becomes more familiar with the ECEC service, the plan remains a working document. The team continues to review Mia's progress, respond to feedback and adjust supports so Mia experiences belonging, confidence and success.

## STEP 5 Hold meetings and develop the plan

The team meets to develop Mia's individual transition plan. They agree on focus areas, strategies, actions, responsibilities, timeframes and review points.

For Mia, this may include gradual visits, a key educator, predictable arrival routines, visual supports, quiet spaces when needed, clear communication strategies, and agreed ways to check that Mia can hear, engage and participate.

**Attachment 3: Individual transition plan – Example template**

This is an example template. For further guidance on planning for individual children's transitions, please refer to the Individual Transitions Guide.

### Individual transition plan

**Child's details**

Child's full name: Mia (example child)

Date of birth: 14/07/2024

Background: ☐ Aboriginal and/or Torres Strait Islander To be confirmed ☐ EAL/D or CALD To be confirmed ☐ Protection order To be confirmed ☐ Refugee background To be confirmed

Child is: ☐ 0-2 years service transferring to ☐ 3-4 years ☐ 5-6 years ☐ 7-8 years ☐ 9-10 years ☐ 11-12 years ☐ Prep (5 years to 6 years)

NAME: Sunshine Grove Early Learning Centre  
PH: 07 3456 7890  
Email: admin@sunshinegrovelc.com.au

Parent/carer's name: Emily Thompson  
PH: 0412 345 678  
Email: emily.thompson@gmail.com

**Transition Coordinator Contact Details**

Name: Sarah Nguyen  
Role: Transition Coordinator  
Phone: 07 3456 7890  
Email: sarah.nguyen@sunshinegrovelc.com.au

**Child's transition team**

| Name           | Role                                   | Organisation                         | Contact details                     |
|----------------|----------------------------------------|--------------------------------------|-------------------------------------|
| Emily Thompson | Parent/carer                           | Family                               | 0412 345 678                        |
| Sarah Nguyen   | Transition coordinator / Lead educator | Sunshine Grove Early Learning Centre | sarah.nguyen@sunshinegrovelc.com.au |
| Rachel Martin  | ECDP teacher                           | Riverbank ECDP                       | rmartin@riverbankcdp.qld.edu.au     |
| Olivia Harris  | Speech and language pathologist        | Little Steps Therapy                 | olivia@littlsteps.com.au            |
| Mark Wilson    | Service director                       | Sunshine Grove Early Learning Centre | director@sunshinegrovelc.com.au     |

**Child's strengths and interests**

Mia is curious and enjoys outdoor play, music and movement. She likes predictable routines and familiar communication strategies. Mia is beginning to build confidence with new people when she has time to adjust and a trusted adult nearby.

**Additional support needs/diagnosis**

Mia has a cochlear implant. She may need support with communication, hearing access, predictable routines, settling into a new environment and participating in group experiences. Adults should use familiar words, gestures, visual cues and check that Mia can hear and engage.

### Transition plan

| Focus areas                                     | Strategies/actions/resources (How to be implemented)                                                                                                                                                     | Who is involved                                                                                                                                                                                                                                                                         | Timeframe                                   | Review and feedback                         |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------|
| Build familiarity with the ECEC environment     | Arrange short visits to the service. Introduce Mia to her key educator, indoor/outdoor space and daily routines. Use photos of the service and of home and ECEC.                                         | Family, key educator, ECDP teacher, ECDP                                                                                                                                                                                                                                                | Weekly visits for 4 weeks before start date | What helped Mia feel settled? Which spaces? |
| Support communication and hearing access        | Share cochlear implant care information and communication strategies. Gain Mia's attention before speaking, use familiar words, gestures and visual support, and reduce background noise where possible. | <input type="checkbox"/> Practitioner <input type="checkbox"/> Speech and language pathologist (SLP) <input type="checkbox"/> General practitioner (GP) <input type="checkbox"/> Occupational therapist <input type="checkbox"/> Other - please specify: Audiologist / cochlear implant |                                             |                                             |
| Support confidence at arrival and separation    | Create a predictable drop-off routine. Use visual routine, comfort item and preferred activity such as music, books or outdoor play.                                                                     |                                                                                                                                                                                                                                                                                         |                                             |                                             |
| Strengthen shared understanding across partners | Hold a transition meeting with family, ECEC, ECDP and specialist. Explore partner transition plans and agree on shared strategies.                                                                       |                                                                                                                                                                                                                                                                                         |                                             |                                             |
| Build familiarity with the ECEC environment     | Arrange short visits to the service. Introduce Mia to her key educator, indoor/outdoor space and daily routines. Use photos of the service and of home and ECEC.                                         |                                                                                                                                                                                                                                                                                         |                                             |                                             |

**Transition experiences**

| Date                   | Activity                                                              |
|------------------------|-----------------------------------------------------------------------|
| Monday 8 September     | Initial transition meeting with family, ECEC service and ECDP teacher |
| Wednesday 10 September | Short orientation visit with Mia and family                           |
| Monday 15 September    | Supported play visit with key educator                                |
| Thursday 18 September  | Outdoor play and routine visit                                        |
| Monday 22 September    | First short session without family for the full time                  |
| Friday 20 September    | Review meeting/check in with transition partners                      |

**Service providers**

How do you anticipate the child's transition to the service will go?

What do you think will go well with the transition?

Are there any challenges or concerns you have during the child's transition?

What supports or approaches do you think will help the child adjust successfully?

## Continuity...

Mia's transition plan remains a working document. As Mia settles into the ECEC service, the team continues to review what is working, respond to feedback and strengthen supports that help Mia experience belonging, confidence and success.

**NQS:**  
QA1; QA5; QA6; QA7



Attachment 3: Individual transition plan – Example template.

# Scenario: Supporting Noah's transition

Prep to  
OSHC



Noah is 5 years old and is transitioning from Prep into Outside School Hours Care (OSHC). Noah and his family are from a refugee background and speak more than one language at home. His family are continuing to build familiarity with the school and OSHC routines.

Noah enjoys building, drawing and outdoor play. His family share that he can become overwhelmed in busy environments, especially at the end of the school day. Noah also sees a developmental occupational therapist (OT) who supports him with sensory processing, emotional regulation and routines.

## STEP 1 Identify the child

The Prep teacher and OSHC coordinator consider whether Noah would benefit from an individual transition plan.

They identify that Noah may need personalised transition support so his cultural, language, sensory, wellbeing and participation needs are understood before he starts OSHC.

### The team considers ...

- What does Noah need to feel safe, calm, understood and ready to join OSHC?
- What parts of the OSHC routine may feel new, busy or unpredictable for him?



## STEP 2 Engage the family and obtain consent

The OSHC coordinator connects with Noah's family to understand his strengths, home language, routines, sensory preferences and what helps him feel safe and regulated after school.

The team asks whether the family would like an interpreter, cultural liaison or support person. With family consent, OSHC connects with Noah's Prep teacher and developmental OT to share information and plan coordinated supports.

### Considerations ...

- What does Noah's family want us to know about his culture, language, strengths and needs?



Attachment 1: Parent/carer letter  
Attachment 2: Transition partner letter

## STEP 3 Identify the team around the child

The transition coordinator brings together Noah's family, OSHC educators, Prep teacher, developmental OT and language support staff.

The team records key contacts and explores partner planners or existing support documents to build shared understanding and keep Noah at the centre.

### Considerations ...

- Who needs to be part of Noah's transition team?
- Who will be Noah's trusted adult during the move from Prep to OSHC?



## STEP 4 Gather evidence

The team gathers information about Noah's strengths, interests, routines, home language, cultural considerations and support needs.

They consider what already works in Prep and at home, including sensory tools, calm spaces, visual routines, preferred activities, communication supports and regulation strategies recommended by the OT.

### Considerations ...

- *What strategies already help Noah feel calm, understood and included?*
- *How will OSHC educators know when Noah is becoming overwhelmed?*



## STEP 5 Hold meetings and develop the plan

The transition team meets to share information and complete Noah's individual transition plan.

They agree on focus areas, actions, responsibilities, timeframes and review dates. For Noah, this may include a supported handover from Prep to OSHC, a quiet arrival routine, visual prompts, access to a calm space, movement breaks, translated or visual information for family, and a preferred activity to help him settle.

### Considerations ...

- *What does Noah need, who will do what, and when will we review?*
- *How will the handover from Prep to OSHC happen each day?*



*Attachment 3: Individual transition plan – Example template.*



## STEP 6 Enact the plan and engage in feedback

The team puts Noah's plan into action and checks in regularly.

Feedback from Noah, his family, OSHC educators, Prep teacher and developmental OT helps the team adjust supports so Noah feels settled, included and confident in OSHC.

### Considerations ...

- *What is working, what needs adjusting, and what helps Noah belong?*
- *Are the agreed supports being used consistently across Prep, OSHC and home?*

## Continuity...

Through shared planning and regular feedback, Noah's team continues to adjust supports so he feels calm, connected and understood as he transitions from Prep into OSHC.

**NQS:**  
**QA1; QA2; QA5; QA6**

# Scenario: Supporting Jarrah's transition

Pre-kindy  
to Kindy



Jarrah is 4 years old, identifies as Aboriginal and has attended the ECEC service since he was 2. He is transitioning from the pre-kindy room to the kindy room. Jarrah enjoys outdoor play, stories, painting and spending time with familiar educators. He has recently started seeing a speech and language pathologist (SLP) to support his language and communication development.

## STEP 1 Identify the child

The pre-kindy educator and kindy teacher identify that Jarrah may benefit from an individual transition plan.

As Jarrah already has strong relationships within the service, the team focuses on maintaining continuity while gently introducing new routines, educators and expectations in the kindy room.

His family shares what helps Jarrah feel connected to culture, family and community, and how these connections can be reflected in the kindy environment.



## STEP 2 Engage the family and obtain consent

The educator talks with Jarrah's family about what helps him feel safe, connected and confident. His family shares the importance of familiar relationships, outdoor play, connection to culture, family and community, and giving Jarrah time to communicate in his own way.

With family consent, the service connects with Jarrah's speech and language pathologist so strategies can be shared and used consistently across pre-kindy, kindy and home.



*Attachment 1: Parent/carer letter*  
*Attachment 2: Transition partner letter*

## STEP 3 Identify the team around the child

The transition coordinator brings together Jarrah's family, pre-kindy educator, kindy teacher, service director and speech and language pathologist.

The team agrees that the pre-kindy educator will share observations about Jarrah's strengths, interests, routines, communication strategies and what helps him participate. The kindy teacher begins spending time with Jarrah before the move so they become a familiar face.



## STEP 4 Gather evidence

The team gathers information from Jarrah's family, pre-kindy observations and SLP advice.

They identify that Jarrah responds well to visual prompts, repeated language, familiar songs, outdoor learning and trusted adults who give him time to respond. Educators also capture Jarrah's voice through play observations, drawings, conversations and noticing the spaces, people and routines he seeks out.



## STEP 6 Enact the plan and engage in feedback

The team puts the plan into action. Jarrah begins short visits to the kindy room with his familiar pre-kindy educator before spending more time with the kindy teacher.

Educators check in with Jarrah's family and SLP to understand what is working and what needs adjusting. As Jarrah becomes more comfortable, the team continues to strengthen his communication, confidence and belonging in the kindy room.



## STEP 5 Hold meetings and develop the plan

The team meets to develop Jarrah's individual transition plan. They share family insights, pre-kindy observations, SLP advice and what is already helping Jarrah feel connected and confident.

To identify practical strategies, the team draws on the *ECEC transitions planner* and relevant *Transition cards: Knowing children and families* and *Trusting partnerships*. The resources support the team build on Jarrah's strengths, value family and child voice, support continuity between rooms and strengthen shared planning.

They agree on short kindy room visits, shared play with the kindy teacher, familiar visual supports, consistent communication strategies and ways to reflect Jarrah's culture, family and community.

 **Attachment 3: Individual transition plan – Example template.**

**Attachment 3: Individual transition plan – Example template**

This is an example template. You are invited to edit as required. For further guidance on planning for individual children's transitions, please refer to the Individual Transitions Guide.

### Individual transition plan

|                                                                        |                                                                                                                                                                                                                    |                                      |                                        |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------|
| <b>Child's details</b>                                                 |                                                                                                                                                                                                                    |                                      |                                        |
| Child's full name:                                                     | Jarrah                                                                                                                                                                                                             |                                      |                                        |
| Date of birth:                                                         | 25/02/2022                                                                                                                                                                                                         |                                      |                                        |
| Background:                                                            | <input checked="" type="checkbox"/> Aboriginal and/or Torres Strait Islander<br><input type="checkbox"/> EAL/D or CALD<br><input type="checkbox"/> Protection order<br><input type="checkbox"/> Refugee background |                                      |                                        |
| Child is transitioning to:                                             | <input type="checkbox"/> Early years service (0 weeks – 4 years)<br><input checked="" type="checkbox"/> Kindy (4 years by 30 June)<br><input type="checkbox"/> Prep (5 years by 30 June)                           |                                      |                                        |
| Early years service/school details:                                    | NAME: Sunshine Grove Early Learning Centre<br>PH: 07 3450 7890<br>Email: sarah.nguyen@sunshinegrove.qld.edu.au                                                                                                     |                                      |                                        |
| Transitioner's details:                                                | NAME: Aaliyah Williams<br>PH: 0412 345 678<br>Email: aaliyah.williams@gmail.com                                                                                                                                    |                                      |                                        |
| <b>Transition Coordinator Contact Details</b>                          |                                                                                                                                                                                                                    |                                      |                                        |
| Name:                                                                  | Sarah Nguyen                                                                                                                                                                                                       |                                      |                                        |
| Role/organisation:                                                     | Lead Educator, Sunshine Grove Early Learning Centre                                                                                                                                                                |                                      |                                        |
| Phone:                                                                 | 07 3450 7890                                                                                                                                                                                                       |                                      |                                        |
| Email:                                                                 | sarah.nguyen@sunshinegrove.qld.edu.au                                                                                                                                                                              |                                      |                                        |
| <b>Child's transition team</b>                                         |                                                                                                                                                                                                                    |                                      |                                        |
| Name                                                                   | Role                                                                                                                                                                                                               | Organisation                         | Contact details                        |
| Aaliyah Williams                                                       | Parent/carer                                                                                                                                                                                                       | Family                               | 0412 345 678                           |
| Sarah Nguyen                                                           | Transition coordinator / Educational Leader                                                                                                                                                                        | Sunshine Grove Early Learning Centre | sarah.nguyen@sunshinegrove.qld.edu.au  |
| Kelly Roberts                                                          | Pre-kindy educator                                                                                                                                                                                                 | Sunshine Grove Early Learning Centre | kelly.roberts@sunshinegrove.qld.edu.au |
| Daniel Brown                                                           | Kindy teacher                                                                                                                                                                                                      | Sunshine Grove Early Learning Centre | daniel.brown@sunshinegrove.qld.edu.au  |
| Emma Patel                                                             | Speech and language pathologist                                                                                                                                                                                    | Little Steps Therapy                 | emma.patel@littlестeps.com.au          |
| <b>Child's strengths and interests</b>                                 |                                                                                                                                                                                                                    |                                      |                                        |
| Jarrah enjoys outdoor play, painting, drawing, and listening to music. |                                                                                                                                                                                                                    |                                      |                                        |



## Continuity...

Through shared planning, familiar relationships and regular feedback, Jarrah's transition supports continuity from pre-kindy to kindy so he feels known, connected and ready to participate.

**NQS:**  
QA1; QA3; QA5; QA6

# Reflecting on the Positive transitions: early years toolkit

## Resources

- Transitions Literature Review
- Transitions Position Statement
- Transitions Implementation and Future Direction Advice
- Transitions partnership placemat
- Transition planner
- Transition cards
- Individual transitions guide

why

how

**Which resource will you use? Why?**

**What child, family or transition need could this resource help you respond to?**



**How could the resource support shared planning with transition partners?**

**Who do you need to connect with to support more coordinated and positive transitions?**

# Supporting links

## Quality improvement

- ▶ [National Quality Standard \(NQS\)](#)

## Curriculum

- ▶ [Belonging, Being and Becoming — Early Years Learning Framework \(EYLF V2.0\)](#)
- ▶ [Queensland kindergarten learning guideline \(QLG\)](#)
- ▶ [My time, our place: Framework for school Age care in Australia \(ACECQA\)](#)
- ▶ [Australian Curriculum \(AC V9\)](#)

## Further resources

- ▶ [Australian Education Research Organisation \(AERO\) — Transitions](#)
- ▶ [Transitions in the early years \(DoE\)](#)
- ▶ [Engaging families within Aboriginal and Torres Strait Islander early education \(DoE, Video\)](#)

