



From evidence to action

Effective transitions are driven by evidence. Teaching teams and leaders can utilise the *Transitions literature review*, alongside data, feedback, reflections, and diverse perspectives, to identify strengths and areas for improvement. Successful transitions depend on collaboration between educators, leaders, and families to ensure children's stories are shared and their needs are met across different settings. By integrating these evidence sources, transitions become purposeful, inclusive, and responsive—enhancing children's social, emotional, and learning development while strengthening partnerships between families, early childhood programs, ECEC services, and schools. This approach supports smoother transitions and positive outcomes for children and all transition partners.

... evidence-based practices to inform positive transitions



‘... effectively applying research findings in their transition practices requires whole-of-service/school approaches ...’

Transitions literature review p.44

‘Opportunities for teaching teams to reflect on and evaluate learners’ transitions are vital.’

Transitions literature review p.45



Knowledge and understandings

- Informed decision-making is based on sound evidence.
- Accessing and analysing evidence provides a justifiable rationale for decisions.
- Community- and child-level data creates a clear picture of strengths and needs.

‘... building rich and nuanced evidence of transitions relies on teaching teams and leaders drawing on ... lived experiences ...’

Transitions literature review p.47

How can we use the data we have to support evaluation of transitions and to inform future transition initiatives?



‘Incorporating diverse voices in the evidence is crucial for effective decision-making.’

Transitions literature review p.47





Responsive learning environments

... promote children's agency, cultural responsiveness, and a sense of belonging by involving children, families and the community. These environments are flexible, inclusive, and enriched with familiar resources, supporting each learner's diverse needs and interests, values and cultures.

Children's transitions are supported when there is visible and purposeful alignment between the way learning is presented across birth to Year 2 transition points. This supports children to feel at ease in the new environment and to see themselves as successful learners.

... inviting ... learner-centred ... flexible ...



From evidence to action

COMMITMENT
Nurture continuity of learning

COMMITMENT
Foster a sense of belonging

‘When learners’ transitions involve moving from one learning environment to another, at least two ‘sides’ are engaged: a ‘sending side’ and a ‘receiving side’. Thus, joint ‘buy-in’ involving collaboration between the leadership of the two ‘sides’ is vital.’

Transitions literature review p.30



Does your learning environment reflect the identities, voices and interests of the children in your setting? How do you know?

STRATEGIES

Involve children in setting up the space to build ownership and belonging.

- Involve children in selecting where to place materials or displays.
- Involve children in creating classroom rules, labels or shared spaces.

Balance routines and flexibility to meet children's changing needs.

- Keep predictable daily routines but allow time to extend or pause activities based on interest.
- Use visual timetables that children can interact with or adjust.

Create calm, safe and welcoming spaces from learners' point of view.

- Use soft lighting, natural materials and cosy corners to create calm spaces.
- Ask children what helps them feel safe and comfortable, then include their ideas in the space (e.g. quiet zones, cushions, familiar objects).

Classroom environments reflect prior settings to support smooth transitions and continuity.

- Include spaces for storytelling, imaginative play and hands-on discovery.
- Invite inquiry and play-based learning through intentional resources and spaces.

Use familiar materials and input from families to reflect children's interests and cultures.

- Invite families to share cultural stories, objects or songs.
- Include favourite toys, books or play items children use at home.

Encourage child-led learning by offering choice and supporting independence.

- Offer open-ended materials like blocks, loose parts and art supplies.
- Set up learning areas where children can choose how and what to explore.



Explore + extend

TOOLKIT RESOURCES

Transition cards:

- Continuity of curriculum and pedagogy

VIDEOS

[Kindy room tour](#)

[Embedding Aboriginal and Torres Strait Islander perspectives starts at the gate](#)

RESOURCES

Play it forward:

[Being responsive](#)

- Responsive environments



Engaging early years pedagogies

Teaching teams draw on a range and balance of early years pedagogies that nurture children's emotional, social and cognitive development, laying the foundation for successful transitions into early learning and school environments. A strong understanding of early years pedagogy enables teaching teams to design experiences that honour children's identities, build confidence and belonging, and create continuity across settings – key factors in positive, supported transitions.

Considerations of early years pedagogy

- **Child-centred learning:** Prioritise children's culture, interests, strengths and voices in planning and activities.
- **Play-based exploration:** Use play as a vehicle for learning, social development and emotional regulation.
- **Relationships first:** Build secure, trusting relationships with children and families to foster confidence and belonging.
- **Continuity of learning:** Align early childhood practices and school practices to ensure smooth transitions.

...language-rich & dialogic...



...collaborative...



...active... playful... scaffolded... responsive...

...learner-focused... explicit... creative... agentic...

From evidence to action

COMMITMENT
Nurture continuity of learning

COMMITMENT
Respond flexibly to learners and their contexts

“Transitioning learners need some degree of continuity to develop, use, transfer and adapt their existing knowledge in a new learning environment. International research suggests that alignment at the broader level of goals or strands of education can promote such continuity ...”

Transitions literature review p.30



How do our current practices support each child's continuity of learning?

STRATEGIES

Child-centred learning

- Use daily observations to notice how children engage, problem-solve and persist, then plan follow-up experiences that extend learning.
- Use child feedback and teaching team observations to modify layouts, materials or routines to better support inclusion and independent learning.

Play-based exploration

- Provide open-ended materials and flexible spaces that encourage curiosity, problem-solving and peer interaction during transition visits and early weeks.
- Use play scenarios to introduce new routines, expectations and environments in a low-pressure, engaging way. For example, role-play about starting school or exploring classroom materials through guided play.

Relationships first

- Plan small-group or one-to-one experiences during routines (arrival, snack, outdoor play) to support emerging skills identified through observation.
- Create consistent, predictable touchpoints, such as greeting rituals, shared stories or check-ins, that help children feel seen, safe and connected throughout the day.

Continuity of learning

- Plan experiences that mirror familiar routines from previous settings to help children feel confident while exploring new expectations.
- Collaborate with families, ECEC service and school teaching teams to gather insights about children's strengths, interests and learning dispositions, and use this information to shape early planning in the new environment.



Explore + extend

TOOLKIT RESOURCES

Transition cards:

- Continuity of curriculum and pedagogy

RESOURCES

[Being, belonging, becoming – The Early Years Learning Framework](#)

[Effective pedagogies \(QKLG\)](#)

[Age-appropriate pedagogies](#)

[8 Aboriginal ways of learning](#)

[Play-based learning and intentionality \(AERO\)](#)

Departmental staff can access practical teaching and learning resources via the [Curriculum Gateway](#), including [K2 Sandpit Resources](#) and the [K2 capability suite](#).

Play it forward:

[Being intentional](#)

- Intentional teaching
- Pedagogy
- Play-based learning
- Inquiry learning

Feedback to inform future transitions

Gathering and using feedback is essential for strengthening transition practices across early learning settings. When educators, teachers and leaders actively seek insights from children, families, colleagues and community partners, they build a clearer picture of what supports are needed, how well current processes are working and where improvements can be made.

Purposeful feedback loops, where findings are shared back with partners, promote trust, transparency and shared ownership of transition decisions. Whether through co-designing plans with families, reflecting as a team or elevating children's voices, feedback helps shape more intentional, inclusive and responsive transition experiences. Feedback-informed practice ensures transitions reflect diverse needs, foster belonging and support continuous improvement across learning communities.

Feedback



Sources of feedback

CHILDREN

observations, conversations, drawings, play-based reflections

FAMILIES & COMMUNITY

surveys, interviews, informal conversations, yarning, transition meetings

TEACHING TEAMS & LEADERS

team reflections, professional learning communities, transition documentation

Principal Education Officer, Transitions position statement

‘Data indicators like thriving participation and feedback from families help measure transition success.’

From evidence to action

COMMITMENT

Respond flexibly to learners and their contexts

COMMITMENT

Use evidence and build a culture of inquiry



QA 1, 3, 5, 6

D 1, 2, 3



How has feedback from children, families and colleagues during past transitions shaped the strategies or supports you plan to use in future transitions?

STRATEGIES

Collect daily evidence (photos, learning notes, observations) during transition periods to identify what supports children's confidence and where extra scaffolding is needed.

Summarise and share findings through short, practical handovers between sending and receiving educators – focusing on strategies that worked.

Facilitate reflection sessions at the end of each term or transition phase – what helped children settle, what challenges arose and what could be adjusted next time?

Include child and family voice by inviting feedback through drawings, surveys, informal yarns, conversations, suggestion boxes and voting counters. Explain why and how you will be collecting this information and how you will be using it, including who it will be shared with.

Use collected insights to refine the next cycle of planning – ensuring transitions are strengthened each year through continuous review.



TIPS FOR GATHERING FEEDBACK

- Create safe, respectful spaces for sharing feedback.
- Use multiple formats (verbal, visual, written) to capture diverse voices.
- Schedule regular review points throughout the transition period.
- Celebrate feedback-driven successes with your community.
- Consider timing for obtaining feedback (not too soon or too late after the transition).
- Provide children and families adequate time to respond.



Explore + extend

TOOLKIT RESOURCES

Transition cards:

- Valuing the voice of children and families
- Planning for a positive transition
- Collaboration for shared decision-making

RESOURCES

[Continuity of learning: A resource to support effective transition to school and school age care](#)

[School decision-making tool](#) (for schools)

[Framework for the identification and evaluation of promising practices](#) (for schools)

[Moving in, moving up and moving on \(ACECQA\)](#)

Play it forward: [Being reflective](#)

- The planning cycle
- Reflective practice
- Observations



Responsive planning using transition statements

Transition statements capture each child's learning progress, strengths and dispositions, offering guidance for a smooth move to school. Written from a strengths-based perspective, they provide a snapshot across the five QKLG learning areas. Approved kindergarten providers complete these in November and share them with families to pass on to schools.

Parents, carers and children contribute insights, while schools use the statements to inform planning and create responsive learning environments. Though valuable, transition statements are just one part of a broader picture, strengthened through ongoing collaboration between families, ECEC services and schools.



From evidence to action

COMMITMENT
Nurture continuity of learning

COMMITMENT
Honour learners' unique strengths and contexts

‘Transition statements present a rich opportunity to form collegial kindergarten-school teaching teams with the goal of a supportive transition for learners.’

Transitions literature review p.40

QA 1, 3, 6

D 2, 7, 8



How do we use the insights from transition statements to shape the decisions, relationships and learning experiences we plan for each child as they move into their new setting?

STRATEGIES

ECEC services

When preparing the transition statement, create opportunities for children and families to share their perspectives and contribute meaningful information that reflects the child's routines, cultural background and strengths.

Support families to understand the importance of sharing the transition statement with their child's school (either via the portal or in person).

What opportunities exist for children's voices to be reflected in transition planning?
How are families involved in shaping and reviewing our transition practices?

Schools

Use statements actively in class planning and to support continuity. Transition statements can inform:

- routines (familiar and new)
- resourcing and adjustments
- class groupings
- learning environments that reflect each child's strengths and needs
- transfer of visuals or environmental cues into the new setting to help children adjust with confidence.

Translate information into action – use key strengths or needs from statements to create short-term focus areas for the first weeks of school, such as supporting friendships and building confidence.

How are schools using transition statements, and how can we ensure they inform planning for a smooth start?

Early years networks

At your Term 4 network meeting, review the learning areas of the QKLG and transition statement structure to support shared understanding about the purpose and effective use of the transition statement.

Meeting together around transition statements can provide a foundation for curriculum continuity based on children's strengths and identified areas of support.

With consent, facilitate a professional discussion at your Term 1 network meeting about what supports identified in the transition statements have been most effective.
Explore as a group how schools are using transition statements to inform responsive pedagogies and environments.

How can networks build shared capacity and continuity practices across settings?

Explore + extend

VIDEOS

QCAA:

- [Using the transition statement: Supporting children's transition to Prep](#)
- [Sharing transition statements with schools](#)

RESOURCES

[Transition statements flowchart](#)

QCAA:

- [Transition statements](#)
- [Writing transition statements: Including strengths and challenges — Kindergarten research insights](#)

[QCAA Professional development and training](#)



Interpreting early years data

Gathering and analysing information about your local community context, service and school enrolment data, AEDC data, and the local needs of families and children can help inform effective transition planning. Sharing and analysing community information with transition partners helps establish joint priorities and informs planning to support children's early learning and development, transition into and through educational settings, and continuity of learning.

Data sources could include, but are not limited to:

- educator and teacher observations
- enrolment data
- AEDC data
- ABS census data
- kindergarten attendance
- transition statements
- school attendance
- academic measures (school only).

From evidence to action

COMMITMENT

Use evidence and build a culture of inquiry

‘... incorporating diverse voices in the evidence is crucial for effective decision-making. It is important to critically assess whose perspectives are represented in the data, ensuring that the experiences of learners and their families are at the forefront of the narrative.’

Transitions literature review p.47





How can we use the data we have to support evaluation of transitions and to inform future transition practices?

STRATEGIES

Create a community data map – use multiple data sources to build a clear picture of demographics and developmental strengths and needs of children in your community.

Hold collaborative data discussions – bring together educators, teachers, specialists and leaders to interpret the data and decide on next steps collectively.

Look for trends across community data for ECEC services and schools – identify shared learning, development and wellbeing needs, including fine motor skills and emotional regulation, to inform programs, playgroups and transition priorities.

Plan and resource intentionally – use data to guide where to place additional staff, allocate buddy support or prioritise early intervention.

Review regularly – check in mid-term to see how actions are supporting engagement and wellbeing, adjusting supports where needed.

Communicate findings clearly – share short, visual summaries ('transition snapshots') so teaching teams and families understand how evidence is guiding planning.



Explore + extend

TOOLKIT RESOURCES

ECEC transition planner

School transition planner

VIDEOS

[AEDC community stories](#)

RESOURCES

AEDC:

- [Queensland schools](#)
- [Community data explorer](#) (search community name)
- [User guide: Early childhood services and schools](#)

ACECQA:

- [Noticing and recording in early childhood](#)
- [Plan effective transitions for children](#)

[School decision-making tool: Effective use of data](#)



Supported playgroups

Playgroups strengthen children's continuity of learning by building early skills, relationships and routines, while supporting families to feel confident and connected as they engage with early learning settings.

Supported playgroups focus on fostering parent/carer and child relationships, strengthening children's transition into education and empowering parents/carers with skills and confidence to support wellbeing and learning. They provide safe, creative environments where children benefit from play, facilitators model positive interactions and families build valuable social networks. While each playgroup adapts to community needs, their shared goal is to empower families, foster peer support and connect them with services that enhance children's development and build lasting community capacity.



...supportive... playful... empower families...



Transitions literature review p.25

From evidence to action

COMMITMENT
Build strong relationships

COMMITMENT
Foster a sense of belonging

'... playgroup facilitators play an important leadership role in learners' and families' horizontal and vertical transitions.'

QA 1, 5, 6

D 4, 6



How might supported playgroups create the relationships and continuity children and families need to feel confident and connected as they move between home and early learning settings?

STRATEGIES

Bridge learning across settings – create playgroup experiences that can support children and families to become familiar and confident with kindergarten and school routines, such as shared story time and packing up.

What is the vision and purpose for establishing a playgroup?

Use playgroups to support conversations with families about early identification – observe children's communication, social interactions and independence to identify those who may benefit from extra supports before kindy or school.

Reflect after each session – discuss with colleagues what engagement looked like and what changes could strengthen the next playgroup experience.

Depending on where the playgroup is hosted and who by, promote community connections by inviting local partners (Elders, ECEC services, schools, ECDPs, health and family support services) to attend and build relationships with families.

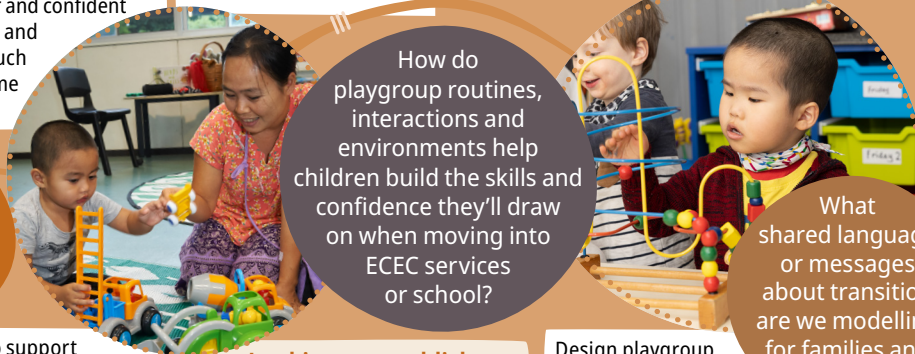
How do playgroup routines, interactions and environments help children build the skills and confidence they'll draw on when moving into ECEC services or school?

Looking to establish a supported playgroup at your service or school?

Visit the links in 'Explore + extend' for comprehensive guidance

What shared language or messages about transition are we modelling for families and children?

Design playgroup sessions that link data to action – use AEDC community data to plan intentional play experiences and ensure practices are inclusive and responsive to children's strengths and needs.



Explore + extend

TOOLKIT RESOURCES

Transition cards:

- Promoting early learning pathways

VIDEOS

QLD Department of Education:

- [Stories of success in playgroups](#)
- [Starting and maintaining playgroups](#)

[The role of play in child development](#)

RESOURCES

QLD Education – Early Childhood Education and Care:

- [Supported playgroups](#)
- [Supported playgroups: A practice guide for facilitators](#)

[Play Matters](#)

[Guidelines for playgroups in Queensland state schools](#)