



Transition cards

The transition cards are designed to ignite thinking, strengthen practice and support positive transitions for children, families, teaching teams and leaders.

The cards are a collection of practical strategies to guide transition planning, professional learning and collaborative discussions.

Pick a card, explore the ideas, contextualise strategies and continue to strengthen your transition practices.

Strategies supporting positive transitions



... practical ideas ... informed by research ...



Transition card elements

Topic explanation



Honouring children's prior knowledge and experiences

Every child arrives with a rich foundation of knowledge, skills and experiences shaped by family, culture and community. Recognising and building on what children already know fosters confidence, curiosity and a strong sense of identity as a learner.

When teaching teams and leaders take time to listen, connect and collaborate, they create continuity between home, ECEC services and school. Honouring prior learning and experiences helps each child feel valued, capable and ready to grow.

'...a strengths-based approach recognises learners' wisdom, resilience, and capabilities in making decisions about issues that directly affect them.'

Transition Statement version 2.1

Connections to the transitions research

Including commitments outlined in the Transitions position statement.

Knowing children and families

COMMITMENT
Honour learners' unique strengths and contexts

COMMITMENT
Nurture continuity of learning



...recognise... build... extend...

QA 1, 5, 6
D 3, 7, 9

Connections to improvement frameworks

Quality areas (QA) from the [National Quality Standards](#) and domains (D) from [The School Improvement Tool](#).

Reflective questions

Prompting thinking and discussion.

In what ways do we acknowledge and value each child's prior learning and experiences to support transitions?

STRATEGIES

Gather insights from families and previous teaching teams to understand each child's interests, learning strengths and areas for growth.

Use transition statements, portfolios or conversations to inform planning and ensure continuity between ECEC services and school.

Acknowledge and celebrate children's achievements and experiences from home and prior settings as part of their learning journey.

View each child as capable and competent, promoting confidence and ownership of their learning.

Invite families and children to share their stories, cultures and experiences through photos, drawings or classroom discussions.

Build on children's interests and strengths when designing learning experiences that connect familiar ideas to new concepts.

Use open-ended questioning and observation to uncover what children already know and can do.

Collaborate across settings – ECEC services, school and family support teams and services – to align expectations and create smooth learning pathways.



Explore + extend

TOOLKIT RESOURCES

Transition cards:
• Responsive planning using transition statements
• Continuity of curriculum and pedagogy

VIDEO
Embedding culture in practice for kindergarten teaching and learning

RESOURCES
Interest-based learning
Play it forward:
Being agents
• Child-centred

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Strategies

Practical ideas for implementation (to be contextualised).

Explore + extend

Links and connections to other useful resources.



Card overviews

Cards are grouped using the transition principles outlined in the [Supporting successful transitions: School decision-making tool](#).



Knowing children and families

- Valuing the voice of children and families
- Honouring children's prior knowledge and experiences
- Families as first teachers
- Warm and welcoming enrolment conversations
- Promoting social and emotional wellbeing
- Culturally safe spaces
- Embedding Aboriginal and Torres Strait Islander perspectives
- Invisible transitions
- Accessible transitions
- Daily transitions



Showing leadership

- Growing local transition leaders
- Planning for a positive transition
- Collaboration for shared decision-making
- Promoting early learning pathways
- Continuity of curriculum and pedagogy
- Transition programs: More than orientation
- Families transitioning together
- Building a shared language



Trusting partnerships

- Establishing an early years network
- Partnerships between ECEC and school settings
- Reciprocal visits between early years staff
- Shared transition experiences between settings
- Partnerships with families
- Partnerships with community
- Partnerships with OSHC



From evidence to action

- Responsive learning environments
- Engaging early years pedagogies
- Feedback to inform future transitions
- Responsive planning using transition statements
- Interpreting early years data
- Supported playgroups



In practice

See the back of the 'In practice' lead card for the In practice overview.



Definitions

ECEC services

Refers to any approved service that provides education and care to children under the NQF. This includes long day care, kindergartens, family day care and outside school hours care.

Early years settings

Refers to environments that provide early learning for children including but not limited to playgroups, ECDP, ECEC services and schools.

Families

Children and young people in caring relationships with parents, carers and other significant adults.

Leaders

People who are engaged in relationships that empower children in transition and/or empower those supporting children's transitions.

Learners

This term is used in the *Transitions literature review* to describe children, students and young people aged from birth to 18 years old engaged in educational journeys. These cards refer to the learner as the 'child'.

Teaching teams

Leaders, teachers, educators and paraprofessionals who support children in transition.

Terms

ABS

Australian Bureau of Statistics

ACECQA

Australian Children's Education and Care Quality Authority

ACER

Australian Council for Educational Research

AEDC

Australian Early Development Census

AERO

Australian Education Research Organisation

AIP

Annual implementation plan

ECDP

Early Childhood Development Program

ECEC

Early Childhood Education and Care

EYLF

Early Years Learning Framework

COP

Communities of practice

CYMHS

Child and youth mental health services

NQF

National Quality Framework

OSHC

Outside school hours care

PBL

Positive behaviour for learning

QKLG

Queensland kindergarten learning guide

SDK

State Delivered Kindergarten