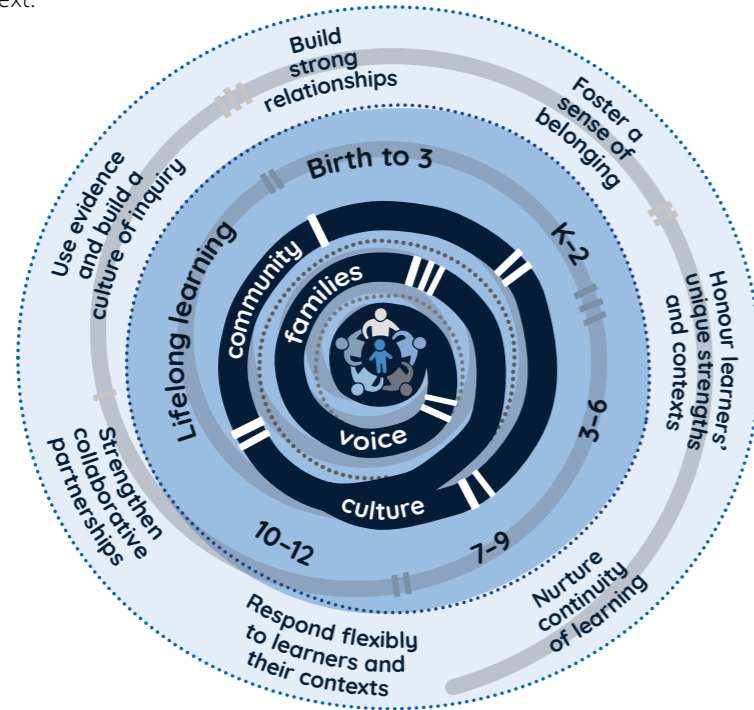


The spiral nature of transitions: A relational ecosystem

The ecosystem illustrates the diversity of birth to Year 12 transitions, based on evidence from the *Transitions Position Statement* and *Transitions Literature Review*. The illustration represents the relational and continuous nature of transitions. Grounded in Aboriginal and Torres Strait Islander ways of knowing, being and doing, it reminds us that transitions are part of an ongoing journey.

The spiral reflects the interconnected, evolving process of transitions shaped by relationships, identity and Place across time.

The ecosystem is interconnected and supports Queensland's commitment to fostering positive transitions tailored to each community's unique context.



TRANSITIONS POSITION STATEMENT

This position statement captures the Department of Education's shared commitment to positive transitions for all learners across birth to Year 12 in Queensland.



The importance of transitions

Transitions are continuous, relational processes that shape every learner's sense of identity, belonging, wellbeing and engagement. Effective transitions are central to confident, continuous and cohesive educational journeys for learners from birth to post-school pathways. They provide opportunities for expanding relationships and shaping identities and involve working in partnership with learners. Over time, Queensland learners navigate transitions across a range of settings and geographical and cultural contexts. The department recognises that cohesive transitions enable learners and their families to build a sense of belonging and wellbeing. Queensland is committed to ensuring educational transitions are collaborative, inclusive, culturally responsive, and grounded in place and community. Teaching teams, leaders, families, government and services work together with a shared purpose to help Queensland learners experience positive transitions which enable them to engage, learn and grow.

Purpose and intent

The purpose of this position statement is to outline evidence-informed commitments built from the research literature and consultation with Queensland stakeholders. This position statement strengthens Queensland's commitment to positive transitions by integrating contemporary international and Australian research with the insights of learners, teaching teams and leaders gathered through stakeholder consultation across the state. It aligns with the four principles of the department's *Supporting successful transitions: School decision-making tool*, which are relevant to supporting quality transitions across birth to Year 12 settings: Knowing learners and families, Showing leadership, Trusting partnerships and From evidence to action. This position statement provides a strong basis for strategies and actions that foster learning and development, equity, inclusivity, respect and trust for all Queensland learners as they experience transitions.

Our collective commitments and shared responsibilities

The department makes seven key commitments to support engaged and positive transitions for all learners. These evidence-based commitments are interconnected and enable tailored approaches to transitions across diverse Queensland educational settings, contexts and communities.



The individual

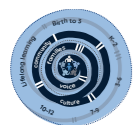
The individual is central to a relational ecosystem where all transition partners (learners, families, teaching teams, and community members), contribute in unique and meaningful ways. These contributions are shaped by cultural identity, relationships, and lived experiences, reflecting diverse ways of knowing, being, and doing.



Voice, families, culture, and community are deeply connected

Together, these features of relational practice foster inclusive and responsive environments.

- Voice fosters agency and belonging when it is genuinely heard and valued.
- Families in Queensland are diverse and include children and young people in caring relationships with parents, carers and other significant adults. Within families, kinship is recognised as cultural ties to Country/Place, ancestors, and nature, supporting collective learning grounded in respect.
- Culture shapes identity and how individuals engage with the world.
- Community provides a network of people and places that support wellbeing and connect learning to real-life experiences.



The learning spirit

The learning spirit recognises learning as a lifelong journey, beginning at birth and supported by relationships, experiences, and meaningful transitions across all stages of life. Sustaining this spirit can require rekindling and nurturing across different times and places.



The shared commitments

Shared commitments are embedded in the ecosystem, acknowledging their interconnected nature and guiding reflection and practice for transition partners. Together, the commitments provide a holistic and responsive approach to supporting positive transitions across the learning journey.

KEY COMMITMENTS



The illustration draws on conceptualisations of transitions and research detailed in the *Transitions Literature Review* and *Transitions Position Statement*.
Acknowledgement The *Transitions Position Statement* (2025) was prepared in partnership by the Faculty of Education, The University of Melbourne for the Queensland Department of Education.
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1 Honour learners' unique strengths and contexts

All learners are capable and knowing. We honour learners' strengths and contexts by tailoring transitions that enable them to be engaged and sustained through their learning journey. We affirm the cultural identities, capabilities, and strengths of all learners, their families, and communities. We listen to and respect their aspirations, values, experiences and knowledges. Our shared purpose is to prioritise the voices of learners and empower them to actively shape and participate in their transitions.

Enacting in practice

- *Seek and value* the **voice** of learners, families and communities to inform responsive transition practices.
- *Empower* learners to exercise **agency**, take ownership, and actively engage in meaningful decision-making in their transitions.
- *Listen* to learners and families so that transitions reflect their **interests, cultural knowledges, and aspirations**.
- *Facilitate strength-based* conversations with families to understand the transitions that they encounter every day and celebrate each learner's capabilities, routines, and prior knowledge as they transition to new contexts.
- *Embed* **culturally responsive** practices that reflect the learner's home language and identity.

'Everyone said today, we talk about ensuring it's from the children's perspectives, ensuring their agency, their voice and their rights are really included in the process, ensuring that the transition is culturally responsive.'

Early Childhood Advisor*

2 Respond flexibly to learners and their contexts

We commit to individualised support for learners that reflects their strengths, needs and contexts. When we support learners of all abilities, we enable more equitable and accessible transitions. We draw on the expertise of learners, families, teaching teams, specialists, Elders, community members and leaders to co-design culturally responsive and meaningful transitions. Through centring culturally responsive practices and responding flexibly to learners, we prioritise Queensland learners to stay connected and engaged in the education system through transitions.

Enacting in practice

- *Embed* **inclusive practices** and mindset within the transition to ensure every learner has equitable experiences.
- *Enable* the team around the learner to support a **co-designed and transdisciplinary approach** to transitions.
- *Establish* consistent routines and clear cues to support smooth and predictable **daily transitions** for all learners.
- *Value and implement* **flexible and responsive** learning environments that foster learners' social, emotional and educational adjustments.

'Flexibility, personalised support, and understanding of individual needs are crucial, especially for children with disabilities or trauma backgrounds.'

Head of Special Education*

3 Build strong relationships

We prioritise respectful relationships with all stakeholders invested in learners' transitions. We acknowledge that meaningful relationships are built over time through trust, dialogue, and a deep understanding of place, language and learner identity. We aim to support positive transitions through clear, accessible and inclusive communication, shared goals, and curriculum planning. We acknowledge the importance of providing time for developing shared understandings and goals to ensure positive transitions for learners across Queensland.

Enacting in practice

- *Cultivate* **inclusive, safe spaces** that promote trust, where transition partners feel heard, valued and supported.
- *Build intentional and reciprocal relationships* by engaging in culturally respectful, purposeful communication.
- *Guide* learners to **build and maintain relationships** with transition partners, including peers in new settings, to cultivate a sense of belonging, continuity, and trust.
- *Honour families as learners' first teachers* and value their insights, experiences and active role in supporting successful transitions.

'Transition success is measured through relationships, emotional wellbeing, and ongoing trust, not just formal processes.'

Educational Leader, Early Childhood*

4 Nurture continuity of learning

Continuity of learning occurs when teaching teams support learners to develop, use, transfer, adapt and build on their existing knowledge and strengths in new learning environments throughout the stages of education. We value curricula and pedagogies that support ongoing learning through complex transitions and are committed to nurturing the learning spirit from birth to Year 12. We appreciate the ways that past transitions shape learners' unique educational journeys and believe leaders and teaching teams take responsibility for transitions and be ready for all learners.

Enacting in practice

- *Acknowledge and prioritise learners' prior knowledge and experiences* to ignite learning in new contexts.
- *Reflect and adjust* **continuity practices** that support learners to experience individual success and belonging.
- *Engage* learners through intentional, responsive and innovative **curriculum, pedagogies, and learning environments**.
- *Understand and respond* to learners' **evolving capacities**.

'The primary school and high school did a great job preparing us for high school. We had transition days and by the time I started high school I wasn't scared. I felt safe and knew where to go if I needed help. I was very supported in those months before I started.'

Year 11 learner*

5 Foster a sense of belonging

A sense of belonging is a critical factor for positive transitions. We are committed to safe environments where all learners and families feel welcome, connected and engaged. Transitions provide potential for expanding relationships, networks and our understanding of learners' ways of knowing, being, and doing. Positive transition practices recognise that belonging develops over time. We support learners to grow in confidence and develop a strong sense of belonging in new settings and contexts.

Enacting in practice

- *Create* safe environments and nurture relationships where learners feel **accepted and valued**.
- *Honour* learners' **identity**, fostering authentic expression so they feel recognised and respected.
- *Believe in every learner's potential* and provide a strong focus on wellbeing to help them thrive.

'Transitions are about building relationships and developing routines that foster a sense of belonging and readiness.'

P-6 Principal*

6 Strengthen collaborative partnerships

We commit to engaging learners, families, Elders, community members, and specialist experts in co-designing transition programs. Positive transitions occur through cross-sector collaboration with agencies and services and shared decision-making guided by an agreed vision. Undertaking early and proactive planning enables the co-design of transition goals for learners that are clear, realistic and responsive. Our partnerships are sustained through reflection, clearly defined roles and mutual accountability.

Enacting in practice

- *Cultivate* **strong, trusting** relationships that grow into **meaningful, sustainable** partnerships.
- *Acknowledge* that true collaboration takes **time** and promotes **collective benefit**.
- *Identify key transition partners* and collaboratively establish shared goals, communication strategies, and ways of working.
- *Embed shared decision-making* to design responsive transition plans and practices.

'Transition planning starts early, involving community consultations, stay-and-play sessions, and trust-building activities.'

Deputy Principal*

7 Use evidence and build a culture of inquiry

Understandings of transitions are founded on sharing evidence drawn from research, community perspectives, and learner voice and experience. Data on positive and effective transitions is used by teaching teams and leaders to support a culture of inquiry and to inform future planning. Ongoing evaluation is supported by feedback, robust place-based data and shared stories that reflect the realities of Queensland learners.

Enacting in practice

- *Build an inquiry culture* by reflecting on transition practices, using data and feedback to inform context-driven decisions, and continuously monitoring and strengthening practice.
- *Appreciate* that transitions are multi-dimensional and must be **evaluated within context** and through multiple perspectives to measure success and impact.
- *Prioritise the voices and perspectives* of learners, families, teaching teams and other partners when evaluating and strengthening transitions.

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

Principal Education Officer*

The seven commitments outlined above provide a call to action for all stakeholders: **positive transitions are a shared responsibility**. In Queensland, we have a collective commitment to culturally responsive and inclusive transitions for *all* learners.

Learners actively engage in their transitions and feel supported to shape their educational journeys. Through building understanding, shared leadership, trusting partnerships, and a commitment to learning from evidence, Queensland learners thrive.

Key definitions **Families:** Children and young people in caring relationships with parents, carers and other significant adults. **Leaders:** People who are engaged in relationships that empower learners in transition and/or empower those supporting learners' transitions. **Learners:** Children, students and young people aged from birth to 18 years old engaged in educational journeys. **Learning spirit:** A learner's intrinsic motivation and connection to learning. **Teaching teams:** Leaders, teachers, educators and paraprofessionals who support learners in transition.

* voices from state-wide consultation.

