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Titolo	Transitions in the early years : debating continuity and progression for young children in early education // edited by Hilary Fabian and Aline-Wendy Dunlop
Pubbl/distr/stampa	London ; ; New York : , : Routledge/Falmer, , 2002
ISBN	1-134-47506-3 0-203-55276-8 1-280-10607-7 0-203-51985-X
Descrizione fisica	1 online resource (187 p.)
Altri autori (Persone)	FabianHilary DunlopAline-Wendy <1946->
Disciplina	372.21
Soggetti	Early childhood education Education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [155]-157) and index.
Nota di contenuto	Book Cover; Title; Contents; List of figures; List of tables; List of contributors; Foreword; Acknowledgements; Educational contexts; Introduction; The wider context: an international overview of transition issues; The importance of social adjustment for future success; From home to childcare: challenges for mothers, teachers and children; Communication and continuity in the transition from kindergarten to school; Co-constructing transition into kindergarten and school by children, parents and teachers; Parents' views of transition to school and their influence in this process Teachers' perspectives of transitions Perspectives on children as learners in the transition to school; Planning transition programmes; Empowering children for transitions; Transitions without school; Conclusions: debating transitions, continuity and progression in the early years; Further reading; Index
Sommario/riassunto	By the time young children enter statutory education, they may have already attended a number of different educational settings, from entry

to group settings outside home, to joining playgroup or nursery school. Each of these experiences is likely to affect children's capacity to adjust and to learn. This book focuses on children's experiences of personal and curricular transitions in early childhood. The authors are all academics with international reputations in the field of early childhood education. They draw on their research in Europe, Australasia and the USA to consider issues such a

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