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Nota di contenuto	1 Mathematics and Transition to School: Theoretical Frameworks and Practical Implications -- Part I The Mathematics Young Children Bring to the First Year of School -- 2 Swimming Upstream in a Torrent of Assessment -- 3 Assessing Young Children's Mathematical Understanding: Opportunities and Expectations at the Transition to School -- 4 Children's Mathematical Knowledge Prior to Starting School and Implications for Transition -- 5 Transition to School: Prior to School Mathematical Skills and Knowledge of Low-Achieving Children at the End of Grade 1 -- 6 Let's Count: Early Childhood Educators and Families Working in Partnership to Support Young Children's Transitions in Mathematics Education -- 7 The Role of the Home Environment in Children's Early Numeracy Development: A Canadian Perspective -- 8 Mathematics Teachers Responding to Children's Resources to Create Learning for All -- Part II Continuity of Mathematics Curriculum and/or Pedagogy as Children Begin School -- 9 The Relationship Between Policy and Practice in the Early Mathematics Curriculum for Reception-Class Children in England -- 10 Scaling Up

Early Mathematics Interventions: Transitioning with Trajectories and Technologies -- 11 Partnerships that Support Children's Mathematics During the Transition to School: Perceptions, Barriers and Opportunities -- 12 The Culture of the Mathematics Classroom During the First School Years in Finland and Sweden -- 13 A New Zealand Perspective: Mathematical Progressions from Early Childhood to School through a Child Centred Curriculum? -- 14 The Impact of a Patterns and Early Algebra Program on Children's Learning in Transition to School in Australian Indigenous Communities -- 15 Preschool Mathematics Learning and School Transition in Hong Kong -- Part III Informal and Formal Mathematics and the Transition to School -- 16 Early Mathematics in Play Situations: Continuity of Learning -- 17 Mathematical Conversations that Challenge Children's Thinking -- 18 Transition to School: Supporting Children's Engagement in Mathematical Thinking Processes -- 19 Listening to Children's Mathematics in School.

Sommario/riassunto

This edited book brings together for the first time an international collection of work focused on two important aspects of any young child's life – learning mathematics and starting primary or elementary school. The chapters take a variety of perspectives, and integrate these two components in sometimes explicit and sometimes more subtle ways. The key issues and themes explored in this book are: the mathematical and other strengths that all participants in the transition to school bring to this period of a child's life; the opportunities provided by transition to school for young children's mathematics learning; the importance of partnerships among adults, and among adults and children, for effective school transitions and mathematics learning and teaching; the critical impact of expectations on their mathematics learning as children start school; the importance of providing children with meaningful, challenging and relevant mathematical experiences throughout transition to school; the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers; the importance for the aspirations of children, families, communities, educators and educational organisations to be recognised as legitimate and key determinants of actions, experiences and successes in both transition to school and mathematics learning; and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school. In each chapter, authors reflect on their work in the area of mathematics and transition to school, place that work within the overall context of research in these fields, predict the trajectory of this work in the future, and consider the implications of the work both theoretically and practically.