Record Nr. UNINA9910777313503321 Autore Dunlop Aline-Wendy <1946-> Titolo Informing Transitions In The Early Years [[electronic resource]] Pubbl/distr/stampa New York, : McGraw-Hill Education, 2006 **ISBN** 1-281-12922-4 9786611129224 0-335-22970-0 Descrizione fisica 1 online resource (194 p.) Altri autori (Persone) FabianHilary Disciplina 372.21 Soggetti Early childhood education Education First day of school Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Front Cover; Half Title; Title; Copyright; Contents; List of contributors; Nota di contenuto Preface; Foreword; Acknowledgements; INTRODUCTION; Chapter 1. Informing Transitions; MODELS OF TRANSITION; Chapter 2. Enhancing the competence of transition systems through co-construction; Chapter 3. Horizontal transitions: what can it mean for children in the early school years?; Chapter 4. The construction of different identities within an early childhood centre:a case study; CHILDREN EXPERIENCING TRANSITION; Chapter 5. Transitions in children's thinking Stig Brostro Chapter 6. Children's voices on the transition from preschool to primary schoolChapter 7. Children's transition to school: changing expectations; PARENTS AND PROFESSIONALS SUPPORTING TRANSITIONS: Chapter 8. Understanding and supporting children: shaping transition practices; Chapter 9. Parent involvement in the transition to school; Chapter 10. Expectations: effects of curriculum change as viewed by children, parents and practitioners; CONCLUSION; Chapter 11. Bridging research, policy and practice; Index; Back Cover Sommario/riassunto Explores early transitions from a variety of international perspectives.

This book examines issues such as: parental involvement in the transition to school; children's voices on the transition to primary

school; and the construction of identity in the early years. It is aimed at early years students, practitioners, policy makers and researchers.