



Transitions to School - International Research, Policy and Practice (International perspectives on early childhood education and development)

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This book provides an important compilation and synthesis of current work in transition to school research. The book focuses strongly on the theoretical underpinnings of research in transition to school. It outlines key theoretical positions and connects those to the implications for policy and practice, thereby challenging readers to re-conceptualize their understandings, expectations and perceptions of transition to school. The exploration of this range of theoretical perspectives and the application of these to a wide range of research and research contexts makes this book an important and innovative contribution to the scholarship of transition to school research. A substantial part of the book is devoted to detailed examples of transition to school practice. These chapters provide innovative examples of evidence-based practice and contribute in turn, to practice-based evidence. The book is also devoted to considering policy issues and implications related to the transition to school. It records a genuine, collaborative effort to bring together a range of perspectives into a Transition to School Position Statement that will inform ongoing research, practice and policy. The collaborative, research, policy and practice based development of this position statement represents a world-first.

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