



International Perspectives on Transition to School: Reconceptualising beliefs, policy and practice

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With increasing attention given by governments and policy makers to children's transition to school, and the associated need for educators, families and communities to be supported in the process, changes are often required to existing structures and pedagogy.

This book is framed around the notion of transition as a time of change for those involved in the transition process and as a time for reconceptualising beliefs, policy and practice.

It explores transition from a number of international perspectives and raises issues around the coherence of:

- how children perceive and respond to starting school;
- the roles and expectations of parents;
- developmental changes for parents;
- supporting children with diverse learning needs;
- how policy, curriculum and pedagogy are conceived and implemented.

Readers will be informed about current practices and issues arising out of research in Europe, Scandinavia, the United Kingdom and Australia and will be stimulated to consider how they can change their own transition beliefs, policies and practices.

Transition to school: Contemporary Perspectives and Change is essential reading for researchers and educators and anyone wanting to know more about the transition to school and how to support young children, their families and schools.

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