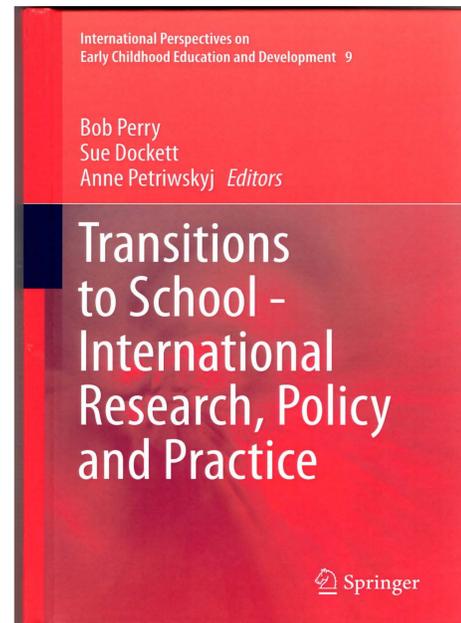


Transitions to School - International Research, Policy and Practice

Bob Perry¹, Sue Dockett¹ and Anne Petriwskyj² (Eds).

¹Charles Sturt University, ²Queensland University of Technology



Part 1: Building on Bioecological Perspectives

Contributing authors Johanna Einarsdottir (University of Iceland), Aline-Wendy Dunlop (University of Strathclyde, Scotland), Elizabeth Murray (CSU), Linda Harrison (CSU) Kay Margetts (Melbourne University) and Noella Mackenzie (CSU)

- Part 1 represents researchers whose work has a basis in Bioecological theory (Bronfenbrenner, 2005), interwoven with other perspectives such as that underpinning the work of Corsaro (1997) and Sameroff (1983).
- Issues include children's adjustment to school and the contribution to successful transitions of appreciating children's views and of broad stakeholder coordination.

Part 2: Borderlands, Life Course and Rites of Passage

Contributing authors Sally Peters (University of Waikato, New Zealand), Anders Garpelin (Malardalen University, Sweden), Mei Seung Lam (Hong Kong Institute of Education), and Tuija Turunen (CSU and University of Lapland, Finland)

- Part 2 represents researchers whose work has a basis in sociocultural theory e.g. Vygotsky (1978), life course theory (Elder, 1998) and rites of passage theory (van Gennep, 1960).
- Issues include the processes of personal and interpersonal change, and the role of relationships in supporting children and families during transitions,

Part 3: Critical Perspectives

Contributing authors Elizabeth Graue and Janet Reineke (University of Wisconsin, USA), Bob Perry (CSU), Sue Dockett (CSU) and Anne Petriwskyj (QUT),

- Part 3 represents researchers whose work is informed by perspectives such as critical constructionism and critical theories (Giroux, 2005 ; Habermas, 1972) or is framed by critical reflection on social justice aspects of transitions.
- Issues include consideration for the diverse range of children, families and communities, and agency of children and families in decision-making around transitions.

Part 4: Connecting Theory, Research, Policy and Practice

Contributing authors Amy MacDonald, Wendy Goff, Kathryn Hopps, Cathy Kaplun and Suzanne Rogers (CSU, Monash), Tracey Kirk-Downey and Shabnam Hinton (New South Wales), Bronwyn Glass and Margaret Cotman (New Zealand), Marge Arnup (Victoria) and Sue Dockett and Bob Perry (CSU).

- Part 4 presents current work by policy makers and practitioners and the links between this work and trends in theoretical positioning and research.
- Policy and practice chapters on successful initiatives supporting transitions to school in Australia and New Zealand, together with chapters by CSU academic staff and higher degree students
- Transition to School Position Statement and its collaborative development in 2010.

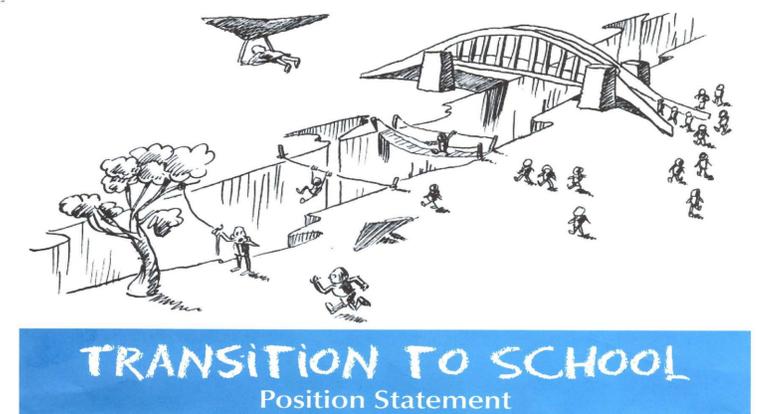
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Edited international textbook on transitions to school

Edited text published by Springer in its International Perspectives on Early Childhood Education and Development series. The text presents different perspectives on transitions to school processes by international and national researchers, policy makers and practitioners.

- Foreword by Wilfred Griebel, Munich Germany.
- Trends and contrasts in the field of study discussed by the editors from Charles Sturt University CSU and Queensland University of Technology QUT in a chapter on shifts and tensions in theorising transitions to school.
- Parts 1 to 3 represent broadly aligned clusters of theoretical perspective and associated research, policy or practice positions. This clustering is not clear cut, so sections contain diverse views. The final section links this research and theoretical work with current examples of emerging policy and practice.
- Each chapter in Parts 1 to 3 is structured around the theoretical foundations for a body of transitions work, the implications for policy practice and research, challenges and issues, and future directions for this work.
- Collaborative process of peer review of chapters.



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