

## **Activities of SIG Transition between 24th and 25th EECERA conferences**

### **SIG convenors**

Sue Dockett, Professor, Early Childhood Education, School of Education, Faculty of Education, Charles Sturt University, New South Wales, Australia

[sdockett@csu.edu.au](mailto:sdockett@csu.edu.au)

Wilfried Griebel, senior researcher, State Institute of Early Childhood Research, Munich, Bavaria, Germany

[wilfried.griebel@ifp.bayern.de](mailto:wilfried.griebel@ifp.bayern.de)

### **Current members of the SIG**

Ackesjö, Helena/Bethke, Cathleen/Boyle, Tess/Brooker, Elizabeth/Broström, Stig/Büker, Petra/Carrière, Raphaela/Davies, Jessamy/Debrauwere, Greet/De Gioia, Katey/Dunlop, Aline-Wendy/Dunphy, Elizabeth/Einarsdóttir, Jóhanna/Ekström, Kenneth/Garpelin, Anders/Glaser, Vibeke/Goff, Wendy/Hansen, Ole Henrik/Harrison, Linda/Hartley, Carol/Höke, Julia/Hognsnes, Hilde Dehnes/Jensen, Anders Skriver/Johansson, Inge/Kallberg, Pernilla/Kapluns, Cathy/Kienig, Anna/Kopisto, Kaisa/Lehrer, Joanne/Lillvist, Anne/Margetts, Kay/Marwick, Helen/Merry, Rosina/Mifsud, Seana/Nebe, Gesine/Niesel, Renate/O'Kane, Mary/Olivier, Maritza/Paavola, Heini/Paki, Vanessa/Papatheodorou, Theodora/Paradis, Pascale/Parsons, Margaret/Perry, Bob/Peters, Sally/Petriwskyj, Anne/Radtke, Madlen/Rantavuori, Laura/Reichmann, Elke/Rogers, Susanne/Sandberg, Anette/Sandberg, Gunilla/Schulz, Marc/Schwartz, Persille/Seifert, Anja/Semundseth, Marit/Söderman Lago, Lina/Stephenson, Margaret/Turunen, Tuija/Wettendorff, Rikke/Wickett, Karen/Wilder, Jenny/Wildgruber, Andreas/Wolffowitz Sanchez, Norma

### **Exchange of work in the field of transitions**

In the SIG meeting in Hersonissos, we shared a introduction of members and discussed current activities and projects.

Concordantly the members expressed that they would like a more current exchange about activities and publications of colleagues working in the field of transitions. There was also the wish to learn more about related activities of researchers from outside the group. This was especially true for new members of the SIG who are in the midst of their academic careers.

On the market place, we showed interested delegates some of our work in the field of transitions.

Some of our members also met in the SIG “Working with Parents and Families”, respectively, some members of that SIG also met in ours.

### **Facebook page**

The “**EECERA SIG on Transitions**” open group facebook page has been existing since Sept. 19<sup>th</sup>, 2013. By July, 2015, the page has 38 participants. Some spammers who wanted to advertise sunglasses etc. got deleted. The facebook page is being used to inform about conferences and publications on educational transitions.

### **“Transition to school - Position statement” - translations**

Translations into Chinese by Michelle Mei Seung Lam and Finnish by Tuija Turunen are available (<http://www.csu.edu.au/faculty/educat/edu/transitions/publications>). A German translation is being prepared by Wilfried Griebel and a French one by Joanne Lehrer is in prospect. The group will discuss if short reports about the situation of transition to school in countries where the translations are national languages, might be useful.

### **Book project**

As a common activity of the SIG that has started on the last conference in Crete, Bob, Sue and I distributed to the members an invitation to send as an expression of interest chapter abstracts for a book on families and the transition to school. Grateful enough for the fruitful responses, a book proposal was sent to Springer Science+Media. The publisher has released three positive reviews of the proposal, so that the book is on the way to be put into effect.

### **Publications**

This is a selection of recent publications with details provided by the SIG members.

#### Journal articles:

Boyle, T., & Petriwskyj, A. (2014). Transitions to school: reframing professional relationships. *Early Years*, 34(4), 392-404.

This paper introduces the work Tess has been doing with teachers in ECEC and the early years of school, using critical participatory action research. A methodology paper is now in progress, and we will present a theoretical integrative review of transitions literature at AARE in Perth, Australia later in the year.

Dockett, S. & Perry, B. (2014). Universal access to preschool education: Approaches to integrating preschool with school in rural and remote communities. *Early Years* 34(4), 420 - 435

Dockett, S., Einarsdóttir, J., & Perry, B. (2012). Young children's decisions about research participation: Opting out. *International Journal of Early Years Education*, DOI:10.1080/09669760.2012.715405

Griebel, W. (2014). Wir gestalten mit – Aufgaben der Eltern beim Kindergarteneintritt und beim Übertritt in die Schule. *4bis8* Nr.2, 36 – 37 (Switzerland)

Griebel, W. & Kieferle, C. (2014). In der Schule zählt jedes Wort – den Übergang vom Kindergarten in die Schule erfolgreich bewältigen. *Kita aktuell Österreich* 2(2), 34 – 36 (Austria)

Griebel, W. & Niesel, R. (2015). Gewohntes verlassen, Neues beginnen. *Welt des Kindes* 93(4), 10 – 13

Hogsnes, H. D. (2014). *Barns muligheter for å erfare sammenhenger i overgang fra barnehage til skolefritidsordning* [Children's opportunities to experience continuity in the transition from kindergarten to after school]. *Barn*, 3, 45-60.

Hogsnes, H.D. (in preparation). *Children's experiences of continuity in the transition from kindergarten to school. Potential cooperation on boundary objects.*

Hogsnes, H. D., & Moser, T. (2014). Forståelser av gode overganger og opplevelse av sammenheng mellom barnehage, skole og sfo [Understandings of good transitions and continuity between kindergartens, schools and after schools]. *Nordisk barnehageforskning*, 7.

Hopps, K. (2014). Preschool + school + communication – what for educator relationships. *Early Years* 34(4), 409-419

Huser, C., Dockett, S., & Perry, B. (accepted, September, 2013). Transition to school: Revisiting the bridge metaphor. *European Early Childhood Education Research Journal*.

Karila, K. & Rantavuori, L. (2014). Discourses at the boundary spaces: developing a fluent transition from preschool to school. *Early Years* 34(4), Special Issue: Transitions in the Early Years - Policy, Pedagogy and Partnership, 377 – 391

Kearney, E., McIntosh, L., Perry, B., Dockett, S., & Clayton, K. (2014). Building positive relationships with Indigenous children, families and communities: Learning at the cultural interface. *Critical Studies in Education*. doi: 10.1080/17508487.2014.914963.

Margetts, K. (2014). What children need to know about starting school. *Every Child* 20(3), 32-33.

Margetts, K. (2014). Understanding and supporting children's transition to school. *Every Child* 20(3), 38-39.

Paksuniemi, M, Keskitalo, P. & Turunen, T.A. (2015, in press). Coping with separation in childhood. Finnish war children's recollections about Swedish foster families. *Procedia: Social and Behavioral Sciences*.

Paksuniemi, M., Turunen, T.A. & Keskitalo, P. (2015). Coping with separation in childhood. Finnish war children's recollections about Swedish foster families. *Procedia: Social and Behavioral Sciences* 185(2015), 67-75.

Peters, S. & Dunlop, A.-W. (2014). Editorial for Special Issue Transitions in the Early Years – Policy, Pedagogy and Partnership. *Early Years* 34(4), 323-328

Evron, N. C., Zer-Aizner, O. & Seifert, A. (2014). The use of sketchbooks in the transition from kindergarten to school. *The International Journal of Arts Education* 12(2), 26–46.

Turunen, T.A., Dockett, S. and Perry, B. (2015, in press) Researching memories about starting school: Autobiographical narratives as a methodological approach. *European Early Childhood Education Research Journal* 23(5).

Turunen, T.A., Uusiautti, S. & Määttä, K. (2014) Changing voices in early years curricula. An example from Finnish pre-school education. *Early Child Development and Care* 184(2), 293-305.

Turunen, T.A. and Perry, B. (2013). Immigrant Australians' recollections of justice, injustice and agency in stories about starting school. *Contemporary Issues in Early Childhood* 14(4), 335 - 344

Turunen, T.A., Uusiautti, S. & Määttä, K. (2014) Changing voices in early years curricula. An example from Finnish pre-school education. *Early Child Development and Care* 184(2), 293-305.

Wildgruber, A. & Griebel, W. (2015). Auch Eltern kommen in die Schule. *Grundschulzeitschrift* 29(281), 12 – 15.

#### Books:

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2015). *Programming and planning in early childhood education* (6<sup>th</sup> ed.). Melbourne: Cengage.

Ballam, N., Perry, B., & Garpelin, A. (proposal accepted). *POET - Pedagogies of Educational Transitions*. Dordrecht, NL: Springer.

Büker, P. (Ed.) (2015). *Kinderstärken – Kinder stärken. Erziehung und Bildung ressourcenorientiert gestalten*. Series 'KinderStärken', ed. by P. Büker, Vol.1, Stuttgart, DE: Kohlhammer.

First volume in a series of seven about resourceful education in early childhood and educational transitions in childhood.

Cloos, P., Pieper, I. Hauenschild, K. & Baader, M. (eds.). *Elementar- und Primärpädagogik – Internationale Diskurse im Spannungsfeld von Institutionen und Ausbildungskonzepten*. Wiesbaden, Germany: VS-Verlag.

Griebel, W. & Niesel, R. (2015, 3rd actualised ed.). *Übergänge verstehen und begleiten. Transitionen in der Bildungslaufbahn von Kindern*. Berlin, DE: Cornelsen Schulbuchverlage.

Groundwater-Smith, S., Dockett, S., & Bottrell, D. (2015). *Participatory research with children and young people*. SAGE.

Hanke, P. & Eckerth, M. (2015). *Übergänge ressourcenorientiert gestalten: Von der KiTa in die Grundschule*. Series 'KinderStärken', ed. by P. Büker, Vol.5, Stuttgart, DE: Kohlhammer.

Kienig, A. (2015, in press) Początek nauki w szkole jako przejście edukacyjne. Konceptualizacje-konteksty-perspektywy. (Transition to school. Conceptualization-context-perspectives). Bialystok: Trans Humana.

Krynska, E. J., Gloskowska-Soldatow, M. & Kienig, A. (2015, in press) Kultura edukacji szkoły wyższej - różnorodne perspektywy. Warszawa: Wydawnictwo Polskiej Akademii Nauk.

Lillemyr, O., Dockett, S., & Perry, B. (Eds.) (2013). *Varied perspectives on play and learning: Theory and research on early years education*. Charlotte, NC: Information Age Press.

Niesel, R. & Griebel, W. (2015). *Übergänge ressourcenorientiert gestalten: Von der Familie in die Kindertagesstätte*. Series 'KinderStärken', ed. by P. Büker, Vol.3, Stuttgart DE: Kohlhammer.

Perry, B., Dockett, S., & Petriwskyj, A. (Eds.) (2014). *Transitions to school: International research, policy and practice*. Dordrecht, NL: Springer.

Comment: This book is the result of a 2010 conference of 14 researchers, six higher degree students, 35 policy makers and about 100 practitioners in Albury, New South Wales, Australia, and is related to the "Transition to School Position Statement". Urgently expected to be launched before the last year conference – it was there a short time after. The chapters will be reported in "book chapters".

Perry, B., Macdonald, A., & Gervasoni, A. (Eds.) (2015). *Mathematics and transition to school: International perspectives*. Dordrecht, NL: Springer.

Urban, M., Schulz, M., Meser, K & Thoms, S. (eds.) (2015). *Inklusion und Übergang*. Bad Heilbrunn, DE: Klinkhardt.

With contributions by Peter Cloos, Sue Dockett, Marc Schulz. Anja Seifert published a review about the book: Seifert, A. (2015) in: socialnet Rezensionen <http://www.socialnet.de/rezensionen/18400.php> (28.06.2015).

### Book chapters:

Broström, S. (2013). Play as main road in children's transition to school. In O.F. Lillemyr, S. Dockett, & B. Perry (Eds.). *Varied perspectives on play and learning: Theory and research on early years education* (pp. 37-53). Charlotte, NC, USA: Information Age.

Dockett, S., & Perry, B. (2014). Participatory rights-based research: Learning from young children's perspectives in research that affects their lives. In O. Saracho (Ed.). *Handbook of research methods in early childhood education: Review of research methodologies*. Charlotte, NC, USA: Information Age.

Dockett, S. (2014). Transition to school: Normative or relative? In B. Perry, S. Dockett, & A. Petriwskyj, (Eds.). *Transitions to school - International research, policy and practice* (pp. 187-200). Dordrecht, NL: Springer.

Dockett, S., & Perry, B. (2014). Research to policy: Transition to School Position Statement. In B. Perry, S. Dockett, & A. Petriwskyj, (Eds.). *Transitions to school - International research, policy and practice* (pp. 277-294). Dordrecht, NL: Springer.

Dockett, S., Petriwskyj, A., & Perry, B. (2014). Theorising transition: Shifts and tensions. In B. Perry, S. Dockett, & A. Petriwskyj, (Eds.). *Transitions to school - International research, policy and practice* (pp. 1-18). Dordrecht, NL: Springer.

Dockett, S., Lillemyr, O., & Perry, B. (2013). Play and learning in early years education: International perspectives. In O. Lillemyr, S. Dockett, & B. Perry (Eds.). *Varied perspectives on play and learning: Theory and research on early years education* (pp. 1-8). Charlotte, NC, USA: Information Age Press.

Dockett, S., Petriwskyj, A., & Perry, B. (2014). Theorising transition: Shifts and tensions. In B. Perry, S. Dockett, & A. Petriwskyj, (Eds.). *Transitions to school - International research, policy and practice* (pp. 1-18). Dordrecht, NL: Springer.

Dunlop, A.-W. (2014). Thinking about transitions - one framework or many? Populating the theoretical model over time. In B. Perry, S. Dockett & A. Petriwskyj (eds.). *Transitions to school – International research, policy and practice* (pp. 31 – 46). Dordrecht, NL: Springer.

Dunlop, A.-W. (2014). Design and organisation of the transition from kindergarten to elementary school and the integration of this theme in (university degree) training in

Scotland. In P. Cloos, I. Pieper, M. Baader & K. Hauenschild (Eds.). *Elementar- und Primärpädagogik – Internationale Diskurse im Spannungsfeld von Institutionen und Ausbildungskonzepten* (pp. 139 – 155). Wiesbaden, DE: VS-Verlag.

Dunlop, A.-W. (forthcoming). Developing child in society - making transitions. In Reed & Walker (Eds.). *Early childhood studies: A critical companion*. London, UK: Sage.

Einarsdóttir, J. (2014). Readings of media accounts of transition to school in Iceland. In B. Perry, S. Dockett & A. Petriwskyj (Eds.). *Transitions to school – International research, policy and practice* (pp. 21–30). Dordrecht, NL: Springer.

Garpelin, A. (2014). Transition to school: A rite of passage in life. In B. Perry, S. Dockett & A. Petriwskyj (eds.). *Transitions to school – International research, policy and practice* (pp. 117 –128). Dordrecht, NL: Springer.

Griebel, W. (2014). Übergang in die Schule und Mehrsprachigkeit. In P. Cloos, I. Pieper, K. Hauenschild & M. Baader (Eds.). *Elementar- und Primärpädagogik – Internationale Diskurse im Spannungsfeld von Institutionen und Ausbildungskonzepten* (pp.157-170). Wiesbaden, DE: VS-Verlag.

Griebel, W. & Niesel, R. (2015). Der Eintritt in den Kindergarten – ein bedeutsames Ereignis für die Familie.

<https://www.familienhandbuch.de/kindertagesbetreuung/erziehung-im-kindergarten/der-eintritt-in-den-kindergarten-ein-bedeutsamer-ubergang> (13.07.2015)

Kienig, A. (2015, in press). Sytuacja psychospołeczna studentów pierwszego roku białostockich uczelni (Psychosocial situation of new university students). In E. J. Krynska, M. Gloskowska-Soldatow & A. Kienig (Eds.) *Kultura edukacji szkoły wyższej - różnorodne perspektywy*. Warszawa: Wydawnictwo Polskiej Akademii Nauk.

Kienig, A. (2015, in press). Gotowość szkolna a przejście edukacyjne do szkoły. Konceptualizacja i implikacje praktyczne (Readiness to school and educational transition to school. Conceptualisation and practical implications). In J. Uszynska-Jarmoc & K. Nadachewicz (Eds.) *Kompetencje kluczowe dzieci i młodzieży. Praktyka edukacyjna*. Warszawa: Wydawnictwo Akademickie Żak.

Lam, M. S. (2014). A sociocultural approach to children in the transition from home to kindergarten. In B. Perry, S. Dockett & A. Petriwskyj (Eds.). *Transitions to school – International research, policy and practice* (pp. 129 – 144). Dordrecht, NL: Springer.

Lehrer, J. & Bastien R. (2015). Ready for school? Lessons from a socio-historical investigation into mechanisms of preparation and classification of children for primary school from 1911 to 1979. In J.M. Iorio & W. Parnell (Eds.). *Rethinking readiness in early childhood education: implications for policy and practice* (p.19-31). New York, USA : Palgrave Macmillan.

Margetts, K. (2014). Transitions and adjustment to school. In B. Perry, S. Dockett & A. Petriwskyj (Eds.). *Transitions to school – International research, policy and practice* (pp 75 - 87). Dordrecht, NL: Springer.

MacDonald, A., Goff, W., Hopps, K., Kaplun, C. & Rogers, S. (2014). Starting school: Synthesis and analysis. In B. Perry, S. Dockett & A. Petriwskyj (Eds.). *Transitions to school – International research, policy and practice* (219–228). Dordrecht, NL: Springer.

McIntosh, L., Kearney, E., Turunen, T. A., & Perry, B. (2014). Decolonising memories: Indigenous Australians' memories of starting school. In A. B. Liegmann, I. Mammes & K. Racherbäumer (Eds.). *Facetten von Übergängen im Bildungssystem. Nationale und internationale Ergebnisse empirischer Forschung* (pp. 207-220). Münster, DE: Waxmann.

Niesel, R. & Griebel, W. (2014). Transitionen. In R. Pousset (Ed). *Handwörterbuch Frühpädagogik. Mit Schlüsselbegriffen der Sozialen Arbeit* (pp. 472 – 475) Berlin, DE: Cornelsen, 4th revised ed.

Niesel, R. & Griebel, W. (2015, in press). KinderStärken für den ersten Übergang: Von der Familie in die Kindertageseinrichtung. In P. Büker (Ed.). *Kinderstärken – Kinder stärken*. Stuttgart, DE: Kohlhammer.

Perry, B. (2014). Social justice dimensions of starting school. In B. Perry, S. Dockett & A. Petriwskyj (Eds.). *Starting School: Research policy and practice* (pp. 175–187). Dordrecht, NL: Springer.

Peters, S. (2014). Chasms, bridges and borderlands: A transition research ,across the border' from early childhood education to school in New Zealand. In B. Perry, S. Dockett & A. Petriwskyj (eds.). *Starting School: Research policy and practice* (pp. 105 –116). Dordrecht, NL: Springer.

Petriwskyj, A. (2014). Critical theory and inclusive transitions to school. In B. Perry, S. Dockett & A. Petriwskyj (Eds.). *Starting School: Research policy and practice* (pp. 201–215). Dordrecht, NL: Springer.

Petriwskyj, A. (2014). Transitions in the early years. In K. Cologon (Ed.). *Inclusive education in the early years: Right from the start* (pp.263-279). South Melbourne, AUS: Oxford.

This chapter is in the first Australian textbook on inclusion in early childhood.

Turunen, T.A. (2014). Experienced and recalled transitions. Starting school as part of life history. In, B. Perry , S. Dockett & A. Petriwskyj (Eds). *Transitions to school: International research, policy and practice*. (pp. 145-156). Dordrecht, NL: Springer.

Turunen, T.A. (in press). Child education in Finland. *Proceedings of 21<sup>st</sup> Century World Summit on Child Education. Alternative Approaches on Child Education Throughout the Globe*. Istanbul.



Wildgruber, A., Griebel, W., Schuster, A., Held, J. & Nagel, B. (2015). Auch Eltern kommen in die Schule – Unterstützung und Beteiligung unter dem Blickwinkel der Heterogenität von Eltern. In F. Becker-Stoll, C. Kieferle, E. Reichert-Garschhammer & M. Wertfein, M. (Eds.). *Inklusion und Partizipation* (pp.157 – 165). Göttingen, DE: Vandenhoeck & Ruprecht.

To be continued.

### **SIG's activities in respect to aims and ethos of EECERA**

The SIG Transition provides a very vivid and productive academic forum to promote high quality research in early childhood education. This is especially true for connecting different educational systems and families in the perspective of research and makes this research useful for practice and policy. Numerous publications reflect the cooperation between European and worldwide – namely Australian – researchers in this field. They also reflect the cognitive interest and commitment of teaching and learning in different phases of academic careers in the interdisciplinary and international field of transition research. The eminent meaning of opportunities, aspirations, expectations, entitlements and recommendations of educational transitions for quality of early childhood education is made more visible throughout the world.

Wilfried Griebel and Sue Dockett