

EECERA
Transitions SIG
Report, 2016-2017

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Thanks Wilfried...a message from Sue Dockett:

With his impending retirement Wilfried Griebel has signalled his resignation from the position of co-convenor of the Transitions SIG. Wilfried has been a member of the Transitions SIG since its inception and has worked consistently to highlight the significance of educational transitions and to promote high quality research in the area. His work has influenced research, policy and practice in Germany and internationally – with a prime example being the book *Families and transition to school*, which will be published by Springer in 2017. As Wilfried's co-convenor, I have enjoyed his careful and considered contributions, his ability to identify the essence of issues, his collegiality, and his friendship. I join with the members of the Transitions SIG in thanking Wilfried for his contributions, and looking forward to many more interesting and challenging discussions about educational transitions and other worldly and worthwhile things. Thanks Wilfried!

Membership:

Membership of the Transition SIG has been stable over several years. While we have many people on our email lists and accessing our Facebook page, there are fewer members of EECERA, and so fewer official members of the SIG. Nevertheless, there remains strong representation from across Europe and beyond. We are particularly pleased to see new researchers join our SIG meetings, and keen to provide a forum for students and early career researchers to form networks and to engage in international collaboration, as well as to share their research endeavours.

Highlights of SIG activity 2016-2017:

As usual, one of our highlights was the SIG meeting held in Dublin. The minutes from this meeting are attached. They indicate the wealth of transitions research conducted by SIG members around the world, as well as some interesting intersections across projects. One of the aims of the SIG meetings is to promote connections between researchers – the themes identified in this report have certainly been useful in this regard.

Activities this year have included:

- Preparation of 2 edited books:

Ballam, N., Perry, B., & Garpelin, A. (Eds.), (2017). *Pedagogies of Educational Transitions. European and Antipodean Research*. Cham, Switzerland: Springer.
<http://www.springer.com/gp/book/9783319431161>

13 SIG members or affiliates have contributed chapters.

Dockett, S., Griebel, W., & Perry, B. (Eds) (in press). *Families and the transition to school*. Cham, Switzerland: Springer.
<http://www.springer.com/gp/book/9783319583273>

17 SIG members or affiliates have contributed chapters.

Both books will be available at the 2017 conference.

- Developing a proposal for a third book – *Children's perspectives of transition* – which will be considered by the EECERA Board as a possible including in the EECERA book series.
- Finalisation of the *Pedagogies of Educational Transition* (POET) project funded through the Marie Curie Action: International Research Staff Exchange Scheme (IRSES). Many of the researchers involved in this program are Transitions SIG members.
- Transitions SIG members have published a large number of papers, chapters and articles related to educational transitions, particularly the transition to school. Some examples include:

Ackesjö, H. & Persson, S. (2016). The educational positioning of the preschool-class at the border between social education and academic demands – an issue of continuity in Swedish Early Education? *Journal of Education and Human Development*, 5(1), 182-196.

Ackesjö, H. (2016). *Övergångar mellan skolformer. Kontinuitet och progression från förskola till skola*. [Transitions between school forms. Continuity and progression from preschool to school.] Stockholm: Liber Förlag.

Ackesjö, H. (2016). Supporting children's transition from preschool to the leisure time center. *Journal of Education and Human Development*, 3(5), 27-37.

Ackesjö, H. (2017). Children's play and teacher's playful teaching. A discussion about play in the preschool class. *British Journal of Education, Society & Behavioral Science*, 19(4), 1-13.

- Dockett, S., & Perry, B. (2016). Imagining children's strengths as they start school. In W. Parnell & J. Iorio (Eds.), *Disrupting early childhood education research: imagining new possibilities* (pp. 139-153). Routledge.
- Dockett, S., & Perry, B. (2017). The role of schools and communities in children's school transition. *Encyclopedia on Early Childhood Development*. Retrieved from: <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/814/the-role-of-schools-and-communities-in-childrens-school-transition.pdf>
- Dockett, S., & Perry, B. (2016). Supporting children's transition to school age care. *Australian Educational Researcher*. doi:10.1007/s13384-016-0202y
- Kaplun, C., Knight, J., Grace, R., Dockett, S., Perry, B., Comino, E., Jackson-Pulver, L., & Kemp, L. (2016). Gudaga goes to school: Methods used in understanding school transitions and early education experiences of an urban Aboriginal cohort. *Educational Studies*. doi: 10.1080/03055698.2016.1148583
- Griebel, W. & Niesel, R. (2016). Transitions in the German segmented educational system in the light of family developmental psychological theory of transition and the transition research of Bob Perry and Sue Dockett. In S. Dockett & A. MacDonald (eds) (2016). *Just do good research: Commentary of the work and influence of Bob Perry* (pp. 116 – 227). Sydney: Peridot Education.
- Harrison, L. J. (2016). Transitions in children's everyday lives. *Everyday Learning Series*, 14 (4).
- Hopps, K., Fenton, A., & Dockett, S. (2016). Focusing on strengths as children start school: What does it mean in practice? *Australasian Journal of Early Childhood*, 41(2), 103-111.
- Kaplun, C., Knight, J., Grace, R., Dockett, S., Perry, B., Comino, E., Jackson-Pulver, L., & Kemp, L. (2016). Gudaga goes to school: Methods used in understanding school transitions and early education experiences of an urban Aboriginal cohort. *Educational Studies*. doi: 10.1080/03055698.2016.1148583
- Kieferle, C., Griebel, W. & Schuster, A. (2016). Pilot interviews mit Müttern und Vätern in geflüchteten und asylsuchenden Familien über den Übergang ihres Kindes in das Bildungssystem in Deutschland. *Bildung Erziehung Betreuung von Kindern in Bayern* 21, 2016, 25 – 29
- MacDonald, A., Goff, W., Dockett, S., & Perry, B. (2016). Mathematics education in the early years. In K. Makar et al. (Eds.), *Research in Mathematics Education in Australasia 2012-2015* (pp. 169-190). Singapore: Springer. DOI 10.1007/978-981-10-1419-2_2.
- O'Kane M & Murphy R (2016) *Transition from Preschool to Primary School: Audit of Policy in 14 Jurisdictions*. Dublin: National Council for Curriculum and Assessment. Available at: <http://www.ncca.ie/en/file/early/International-Audit-Draft-11.pdf>

O’Kane M & Murphy R (2016a) *Transition from Preschool to Primary School: Audit of Transfer Documentation in Ireland*. Dublin: National Council for Curriculum and Assessment. Available at: <http://www.ncca.ie/en/file/early/National-Audit-Draft-10.pdf>

O’Kane M (2016) *Transition from Preschool to Primary School: Research Report Number 19*. Dublin: National Council for Curriculum and Assessment. Available at: http://www.ncca.ie/en/file/early/ResearchReport19_LR.pdf

Perry, B. (2016). Commentary on transitions. In R. Silver & W. Bokhorst-Heng (Eds.), *Quadrilingual education in Singapore* (pp. 57-62). Singapore: Springer.

Perry, B., Gervasoni, A., Hampshire, A., & O’Neill, W. (2016). *Let’s Count*: Improving community approaches to early years mathematics learning, teaching and dispositions through noticing, exploring and talking about mathematics. In White, B., Chinnappan, M. & Trenholm, S. (Eds.). *Opening up mathematics education research* (Proceedings of the 39th annual conference of the Mathematics Education Research Group of Australasia) (pp. 75–84). Adelaide: MERGA.

Wildgruber, A. & Griebel, W. (2016). Erfolgreicher Übergang vom Elementar- in den Primarbereich. Empirische und curriculare Analysen. Weiterbildungsinitiative Frühpädagogische Fachkräfte. WiFF Expertisen, Vol. 44. Munich, Germany: dji http://www.weiterbildungsinitiative.de/uploads/media/Exp_Wildgruber_Griebel_web.pdf

Wildgruber, A., Griebel, W., Radan, J. & Schuster, A. (2017). Übergang zu Eltern von Schulkindern. Unterschiedliche Bewältigung neun Monate nach Schulstart. *Frühe Bildung* 6(1), 16 – 24

We are confident that the Transitions SIG will continue to provide a forum for sharing and extending the research base around educational transitions.

Sue Dockett and Wilfried Griebel

Transitions SIG meeting, August 31, 2016

It was great to see so many people at the Transition SIG meeting in Dublin.

Below are some notes from the meeting and some information from the SIG Conveners meeting that has some implications for our – and other – SIGS.

From our meeting...

We heard about a wide range of exciting work in transitions – some of which was presented at the conference and more that we will hear about as the work progresses.

In our discussion of projects, we identified some common themes both in the work being undertaken and the ways in which educational transitions were conceptualised. What follows is far from a comprehensive list; rather an overview from notes.

- Considering children's perspectives of transition, school, and education – Stig Broström (Denmark); Bev Fluckiger and Madonna Stinson (Australia); Petra Bueker (Germany); Rikke Wettendorff (Denmark); Helene Ackesjö (Sweden); Marika Veisson (Estonia);
- Relationships between professional groups and parents – for example, questioning the notion of partnership and the nature of interactions; seeking parental perspectives of transition – Wilfried Griebel (Germany); Susanne Rogers (Australia); Joanne Lehrer (Canada); Katrien van Laere (Belgium); Helene Ackesjö (Sweden); Marika Veisson (Estonia);
- Relationships between different settings and contexts, such as after school and school – Lina Lago (Sweden); school and prior-to-school – Asato Yoshinaga (Japan); promoting connections between families, children and schools – Jo Everingham (Australia); transitions in and out of child-minding – Aline-Wendy Dunlop (Scotland);
- Professional learning communities – promoting interaction between prior-to-school and school educators; working at boundary spaces; exploring professionalism – Laura Rantavuori (Finland); Arianna Lazzari and Lucia Balduzzi (Italy); Peter Cloos, Franke Gerstinberg & Annika (Germany); Julia Hoeke (Germany); Tess Boyle (Australia); Sue Dockett (Australia);
- Pedagogical documentation – Peter Cloos, Franke Gerstinberg & Annika (Germany); Rikke Wettendorff (Denmark).

Across these many projects, our discussions noted:

- Children's book about transitions and how these might be used in practice;
- Issues of social inequality and marginalisation, with focus on the experiences of educational transitions for immigrant and refugee children and families;
- The role of professional learning communities – as a means to connect educators and other professionals at times of transition;

- Positive transitions practices that not only support but also offer opportunities for transformative practice;
- Positioning of parents and families within transition experiences and the ways this is described;
- Schoolification and readiness and the discourse of these that can be found in discussions, policy documents and approaches to transition. This discussion took us to recent OECD developments to “design, develop, field-test, pilot and refine an international early learning study to provide countries with comparative data on children’s early learning outcomes”. Plans are for pilots of The Early Learning Study to be undertaken in the near future, though it is not clear which countries might be involved. some relevant documents include:
 - A Common Language paper developed by the OECD in 2015: <http://www.oecd.org/edu/school/ECEC-Network-Common-Understandings-on-Early-Learning-and-Development.pdf>
 - The call for tender document outlining the requirements of the pilot study: <http://www.oecd.org/callsfortenders/CfT%20100001420%20International%20Early%20Learning%20Study.pdf> and a response to some questions about this: <http://www.oecd.org/callsfortenders/QA%20-%20CfT%20100001420%20International%20early%20learning%20study.pdf>
 - A paper written by Peter Moss and colleagues expressing concern at this development: https://www.researchgate.net/publication/305992466_The_Organisation_for_Economic_Co-operation_and_Development%27s_Early_Learning_Study_Opening_fur_debate_and_contestaion
 - A paper about international school comparisons: https://www.researchgate.net/publication/307415195_INTERNATIONAL_COMPARISONS_OF_SCHOOL_RESULTS_A_Systematic_Review_of_Research_on_Large_Scale_Assessments_in_Education

Some follow-up discussion has already been contributed to the Transitions SIG Facebook page, including links to some of these papers.

Also on the Facebook page are some examples of favourite picture books about transition.

If you would like to join the Facebook group, please let us know. It was a lively, friendly and interesting meeting – so we are hopeful that the discussions will continue.

Some people who could not attend the meeting shared information via a proforma. If you missed the meeting but would like to share your work, please fill in the attached form and we can add it to the report we submit to EECERA as well.

From the SIG Conveners meeting...

A document about the role and function of SIGs was discussed at this meeting. As well as defining SIGs, outlining the aims for SIGs within EECERA and identifying support for SIGs, the document set out some revised requirements. The full paper is attached. It seems that next year will be a transitional year, to get a sense of the impact of the recommended changes. Your comments are welcome.

In terms of support available to SIGs, from next year each SIG will have an allocated meeting time – with meeting room provided – of up to 4 hours, on the same day as the opening reception. We can apply for €100 to support this meeting in some way.

Changes to the revised requirements include:

- SIGS should have a minimum of 15 members – all of whom should be members of EECERA
- Anyone attending the EECERA conference may attend the SIG meeting at the conference – regardless of whether or not they are members of EECERA
- SIGs are expected to organise an additional meeting each year – either face-to-face or virtually.

Following on from this, we welcome your responses about:

1. Would you be interested in attending a longer SIG meeting in 2017 for:
 - a. 3 hours
 - b. 4 hours
2. If so, would you see the focus of this meeting as:
 - a. Sharing information
 - b. Invited presentations
 - c. Informal conversations
 - d. Targeted session around a specific topic
 - e. A combination of the above

Please let us know if you have more creative suggestions!

Given the international membership of the Transitions SIG, the most likely suggestion for a meeting between conferences would be for a virtual meeting. However, we again welcome creative suggestions!

We have the Facebook page which can be used to canvass suggestions as well as email and a revitalised EECERA space coming as well.

We look forward to you continued involvement in the Transitions SIG.

Thanks, Wilfried and Sue

TRANSITIONS SIG

Name
Contact email
Many of us use the English word transition in our work. Is there another (non-English) word you use in your work? Please let us know the term, the language, and a translation.
Is there a question about transition that puzzles/challenges/intrigues you?
What transition project are you working on now?
Is there a key publication you would like other people to know about? Please provide details.... If you would like to share details of other publications, please add these in the final section below.
Do you have a suggestion for a project the Transitions SIG could develop?
Transitions publications 2015-2016

Thanks,

Wilfried and Sue