

# Transition SIG Report

## SIG convenors:

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Sara M. Ólafsdóttir ([saraola@hi.is](mailto:saraola@hi.is))

Helena Ackesjö stepped down from her role as SIG convenor in September 2025.

## SIG members: (names and e-mails)

See separate attachment

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## 1. Aim of the Transition SIG

The aim of the Transition SIG is to bring together international perspectives on transitions in early childhood in order to:

- Promote the wellbeing of young children and their families.
  - Support, share, and disseminate SIG members' research on transitions and related aspects.
  - Explore and debate emerging research, professional practices, and theories in relation to transitions.
  - Contribute to discussions about transitions in relation to the wellbeing of children and adults.
  - Strengthen understanding of transitions for children and their families.
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## 2. Activities 2024–2025

The activities of the Transition SIG in 2024–2025 included publications, meetings, networking, cross-national collaboration, and symposia.

### Pre-conference and Annual Meeting 2024

**Time and place:** September 3rd, 2024, 1:00–4:00 pm, University of Brighton

**Participants:** 27 members from around the world

**Moderators:** Sara Margrét Ólafsdóttir, Adrijana Visnjic-Jevtic, and Petra Bükler

Topic of the pre-conference: *Current aspects on transition* (six round tables)

The pre-conference was followed by the Annual Meeting 2024.

### Annual Meeting 2025

**Time and place:** September 25th, 2025, 2:00–3:30 pm, Comenius University Bratislava, Faculty of Arts Building, Room G115

**Participants:** 21 colleagues from around the world

**Moderator:** Sara Margrét Ólafsdóttir

### **EECERA Transition SIG Webinar**

**Time and place:** December 5th, 9:00–10:30 am London time, online via Zoom

**Participants:** 31 members from around the world.

**Topic:** *Children at risk: What can we learn about supporting transition processes in different countries? How can we ensure inclusion and belonging?*

**Moderators:** Petra Bükér and Sara M. Ólafsdóttir

The webinar included the following presentations:

- Daniel Mays and Carolin Quenzer-Alfred, Germany: *Developmental risks during the transition to primary and secondary school: considering children with special educational needs in the area of emotional and social development*
- Tina Binfield-Skøie, Norway: *“We don’t play with babies”: Transitioning children’s encounters with social exclusion in peer communities*
- Katja Zehbe, Germany: *Dealing with transition and inclusion in formal meetings of parents and pedagogic staff*

The webinar also included a discussion of ideas and next steps for the SIG, including possible publications, a future SIG meeting in spring, and joint applications for EECERA 2026.

### **Published Book by Members of the Transition SIG**

**Title:** *The Bloomsbury Handbook of Early Childhood Transition Research*

**Editors:** Aline-Wendy Dunlop, Sally Peters, and Sharon Lynn Kagan

**Publisher:** Bloomsbury

**Publication date:** September 19th, 2024

Including 27 chapters written by researchers from the UK, New Zealand, the USA, Sweden, Iceland, Australia, and Canada, this handbook presents an overview of the field of early childhood transition research. It explores current debates, reflects on the history of the field, and offers suggestions for future directions. The book is an essential reference point for anyone studying or undertaking research into transitions in early childhood.

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### **3. Future Activities**

Planned future activities for the Transition SIG include publications, meetings, networking, cross-national collaboration, symposia, and online webinars.

## EECERA Transition SIG Webinar

**Time and place:** Friday, May 22nd, 2026, 10:00–11:30 am London time, online via Zoom

**Participants:** 11 participants from around the world

**Topic:** *Bridging Worlds: Transitions in Early Childhood Education — Insights from the Faroe Islands and the Republic of Korea*

**Moderators:** Adrijana Visnjic-Jevtic, Sara M. Ólafsdóttir, and Petra Büker

The webinar included two presentations:

- Sonja Olsen: *Continuity of learning in transition: 5–7-year-old children’s transition from ECEC to school and after-school care in the Faroe Islands*
- Soon Hwan Kim: *Seamless connection: The Republic of Korea’s approach to transition*

## Annual Meeting 2026

**Time and place:** Tuesday, August 25th, 2026, Madeira and online

**Participants:** All Transition SIG members are invited

**Moderators:** Adrijana Visnjic-Jevtic and Sara M. Ólafsdóttir

The annual meeting is planned as a hybrid event, allowing participation both on site in Madeira and online.

## Publications by SIG Members

**Title:** *Transition to School in the 21st Century: Insights from National and International Research, Policy and Practice*

**Editors:** Bob Perry and Sue Dockett

**Publisher:** Springer

**Publication date:** May 2nd, 2026

This book is the result of an ambitious project providing comprehensive and critical reviews of national research on the transition to the first year of compulsory school during the first quarter of the 21st century. It has been written by more than 90 authors from 39 countries. Each chapter outlines a range of educational contexts and services and offers diverse perspectives on contemporary achievements and challenges. The book concludes with a critical synthesis of the research presented throughout the volume, including recommendations for future research, policy, and practice in relation to transition to school.

**Future online** webinars will focus on presenting and discussing different chapters from *Transition to School in the 21st Century*. The SIG aims to organise two to three seminars between EECERA conferences.

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## 4. Networks established with other institutions and organisations:

The Transition SIG has continued to strengthen its international network through meetings, webinars, publications, and cross-national collaboration. During 2024–2025, connections were maintained and further developed with researchers and practitioners from a range of institutions and countries, for example the Faroe Islands, the Republic of Korea, Germany, Norway, Croatia, Finland, Iceland, and the United Kingdom.

The SIG has also provided a platform for collaboration between members involved in international publications and research projects related to transitions in early childhood education. Through its webinars and annual meetings, the SIG has supported knowledge exchange and networking across institutions, disciplines, and national contexts.

While no formal institutional partnerships were established during this period, the SIG has played an important role in sustaining and expanding professional and research networks within the EECERA community and beyond.

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#### **5. How do the SIG's activities fit with aims and ethos of EECERA:**

Overall, the activities carried out by the Transition SIG in 2024–2025 are closely aligned with the aims of the SIG. Through webinars, annual meetings, publications, networking, and cross-national collaboration, the SIG has provided an international platform for sharing research, professional practices, and theoretical perspectives on transitions in early childhood.

The activities have contributed to promoting the wellbeing of young children and their families by focusing on key issues such as inclusion, belonging, continuity of learning, children at risk, and culturally situated approaches to transition. Furthermore, the SIG has supported the dissemination of members' research through published books, presentations, and planned future seminars.

The activities also demonstrate the SIG's commitment to strengthening understanding of transitions across different educational, cultural, and national contexts. In this way, the SIG's work during 2024–2025 clearly reflects and supports its stated aims.

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#### **Publications SIG members have recently shared on our Facebook page.**

Costa, N. M. S., White, E. J., Rutanen, N., Vuorisalo, M., Ólafsdóttir, S. M., Çan, J., Revilla, Y. L., Binfield-Skøie, T., Harju, K., & Amorim, K. (2026). Incommensurable tensions facing early childhood education transitions: A collective writing project. *Policy Futures in Education*, 24(2), 208-223. <https://doi.org/10.1177/14782103251368944>

Binfield-Skøie, T. (2025). Negotiations of subject positions and belonging when children transition within early childhood education and care institutions. *Early Years*, 1–15. <https://doi.org/10.1080/09575146.2025.2579515>

Binfield-Skøie, T. (2025). Tensions when transitioning – teacher’s perspectives on children’s transitions within early childhood education and care institutions. *International Journal of Early Years Education*, 33(4), 688–703. <https://doi.org/10.1080/09669760.2025.2564067>

Hopps, K. (2025). ‘The straw that broke the camel’s back’: pandemic lessons about home–school engagement from Australian families’ experiences of transition to school. *Education 3-13*, 1–14. <https://doi.org/10.1080/03004279.2025.2590529>

Olsen, S. (2026). Children’s continuity of learning in the transition from Early Childhood Education and care to school and after-school care: A literature review. *Nordic Journal of Comparative and International Education – NJCIE*, 10(2), 1–25. <https://doi.org/10.7577/njcie.6465>

Moreover, colleagues share regularly call for papers for planned publications and invitations for conferences held in several countries.