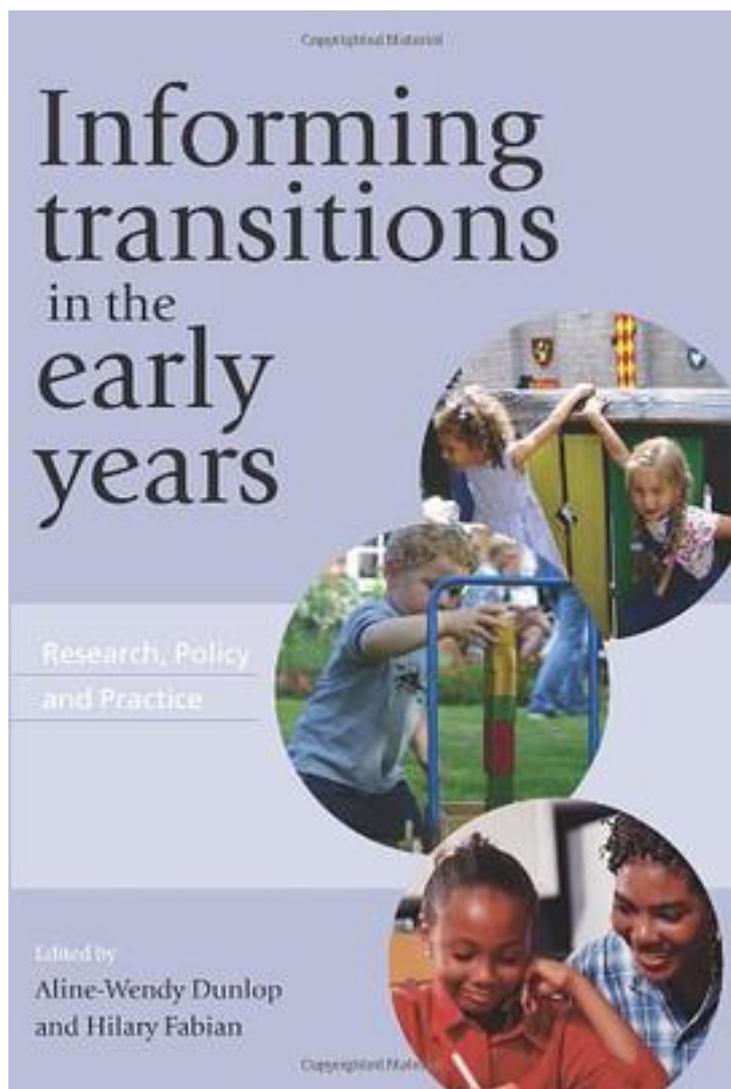


Informing Transitions in the Early Years



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An increased emphasis on an early start in group day care and educational settings for young children means that by the time children enter statutory education, they may already have had several transitional experiences: each will have an impact. This book explores early transitions from a variety of international perspectives. Each chapter is informed by rigorous research and makes recommendations on how education professionals can better understand and support transitions in the early years. Contributors examine issues such as: Parental involvement in the transition to school Children's voices on the transition to primary school The construction of identity in the early years Readers will be able to draw support, guidance and inspiration from the different writers to scaffold their own thinking and development in relation to children's transitions. Ample opportunities are offered for readers to gain confidence and competence in dealing with the range of people involved in transitions, and to the benefit of everyone, not least the children, whose 'transitions capital' will grow. Informing Transitions in the Early Years is essential reading for early years students, practitioners, policy makers and researchers.

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