

# Life changes: supporting transitions from early childhood services to school <sup>[1]</sup>

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## AVAILABILITY

Children in Europe is not available online but subscriptions and single issues (current and back issues) can be purchased from the Children in Europe website online and in print at: [www.childreninscotland.org.uk](http://www.childreninscotland.org.uk) <sup>[2]</sup>

## Abstract:

Making the transition from early childhood services to school is a big event in a child's life. There is wide variation in the age at which children start school across Europe, but whether this takes place at four or seven years of age, children benefit from help in making the adjustment.

This issue will consider how educators and families can support children through the transition and ask if the emphasis should be on children preparing for school - or schools adjusting to the needs of their youngest children?

## Contents:

### **A sound Foundation: transitions in early primary education in Wales**

Marian Morris and Lisa McCrindle report on a Welsh Government study looking at transitions between primary school levels

### **Working together is the key**

Countries tend to base their approach to transitions on the theoretical framework they favour. Wilfried Griebel and Renate Niesel introduce the key research that shapes our thinking

### **Labels are for bottles**

Education and care go hand in hand for our youngest children. So why do we reinforce distinctions in the language we use, asks Gemma Núñez Ponsa

### **All about continuity**

Ensuring smooth transitions calls for strong organisation and top quality management, as Rita Aupaix explains

### **Challenge of choice: organisational transition**

Serv Vinders describes how changes in Dutch family life are having an impact on early years services

### **A step along the way**

It isn't only children who benefit from seamless continuity in services. There are implications for the workforce too, says Helle Johanneson

### **Making children central**

Mixed age classes can transform learning, teaching and transitions. Francesc Bitlloch and David Altimir describe a Bressola school in Perpignan where children and adults learn from each other

### **Learning and thinking together**

Changing patterns of thinking are tackling long-standing educational issues in Italy, as Mattia Pratisoli shows

### **Too big for kindergarten**

The flexibility of Zurich's Grundstufe offers every child the best opportunity to learn, regardless of age, developmental stage or individual needs. Regina Kesselring guides us through a typical day

### **Making the first move**

Aileen McLean shows how Scotland's new educational framework is helping forge strong supportive links between preschool and primary education and care

### **Cultivating excitement**

Transition affects parents, teachers and children in similar ways, wherever they live. Julia Plachecka introduces a training scenario that can be tailored to different groups - and different countries

### **Why are there bars?**

Finding out how children view transition can be the starting point for finding answers, says Kostantina Avlami

### **Attending 'big school' soon**

We need to encourage and strengthen children if they are to step confidently out of their 'nest' and into 'big school'. Juan Pedro Martinez suggests ways to smooth the path

### **Building on success**

If our aim is only for children to feel good, we may be selling them short. It's more important they are able to live and learn together, according to Philippe Meirieu

### **Friedrich Froebel and valuing childhood**

Froebel has been inspiring educationalists since the beginning of the 19th century. Lucia Santos tells us why

**Region:** Europe <sup>[3]</sup>

**Tags:** kindergarten <sup>[4]</sup>

school <sup>[5]</sup>

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