

International Perspectives on Early Childhood Education and Development

Volume 16

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Early childhood education in many countries has been built upon a strong tradition of a materially rich and active play-based pedagogy and environment. Yet what has become visible within the profession, is, essentially a Western view of childhood, preschool education and school education.

It is timely that a series of books be published which present a broader view of early childhood education. This series seeks to provide an international perspective on early childhood education. In particular, the books published in this series will:

- Examine how learning is organized across a range of cultures, particularly indigenous communities
- Make visible a range of ways in which early childhood pedagogy is framed and enacted across countries, including the majority poor countries
- Critique how particular forms of knowledge are constructed in curriculum within and across countries
- Explore policy imperatives which shape and have shaped how early childhood education is enacted across countries
- Examine how early childhood education is researched locally and globally
- Examine the theoretical informants driving pedagogy and practice, and seek to find alternative perspectives from those that dominate many Western heritage countries
- Critique assessment practices and consider a broader set of ways of measuring children's learning
- Examine concept formation from within the context of country-specific pedagogy and learning outcomes

The series covers theoretical works, evidence-based pedagogical research, and international research studies. The series also covers a broad range of countries, including majority poor countries. Classical areas of interest, such as play, the images of childhood, and family studies, will also be examined. However, the focus is critical and international (not Western-centric).

More information about this series at <http://www.springer.com/series/7601>

Nadine Ballam • Bob Perry • Anders Garpelin
Editors

Pedagogies of Educational Transitions

European and Antipodean Research

 Springer

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Contributors

Nadine Ballam is a Lecturer in the Faculty of Education at the University of Waikato, New Zealand. She has recently completed her PhD, investigating the lived experiences of gifted young people from low socioeconomic backgrounds, which is a key research interest. Other research interests include gifted and talented education, risk and resilience, transitions across the lifespan and human development. Nadine has a passion for travel and has spent several years living, working and exploring overseas.

Amanda Bateman is a Senior Lecturer in early childhood education at the University of Waikato, New Zealand. She has led various research projects where she uses conversation analysis to explore peer-peer relationships and teacher-child interactions and is currently working on a Teaching and Learning Research Initiative-funded project investigating children's storytelling in early childhood through primary school. Amanda has several publications from her projects, including her recent book *Conversation Analysis and Early Childhood Education: The Co-Production of Knowledge and Relationships*, and is the lead author for an edited book *Children and Knowledge-in-Interaction* that will be published in September 2016.

Jessamy Davies is currently completing her doctoral studies at Charles Sturt University (CSU), Albury-Wodonga, Australia. Jessamy's doctoral research focuses on pedagogies of educational transitions in rural areas. The study explores transition to school as the point at which different contexts, curricula, policies and approaches meet, and opportunities are provided for educators to generate new pedagogies of transitions as they negotiate these intersections. The impact of Australia's policy reforms, specifically the two new curriculum documents for the prior-to-school and school sectors, as well as the impact of rurality is considered. Jessamy previously completed her Bachelor of Education (Early Childhood) (Honours) at Charles Sturt University. She lives in Wodonga with her son Rory.

Lysa Dealtry has a Bachelor of Early Childhood Education with Honours from Charles Sturt University (CSU). She is currently in the final stages of her doctoral candidacy at CSU. Lysa's research explores a positive start to school from the perspectives of Aboriginal children, their families and educators, living in an urban community. Lysa has been a casual academic at CSU since 2009. Her current teaching areas and interests include transitions in the early years, social justice pedagogies, Indigenous education studies and play and learning. Prior to joining the team at CSU, Lysa was an early-year classroom teacher. Lysa lives in Albury-Wodonga, Australia, with her partner Chris and children Kristian and Joanna and surrounded by wonderful extended family and friends.

Sue Dockett is a Professor of Early Childhood Education at Charles Sturt University, Albury, Australia. Sue has researched in the area of educational transitions for many years. She continues this focus with current projects exploring pedagogies of educational transition, continuity and change at times of educational transition, curriculum connections and strategies to support positive transitions. Other areas of research interest include children's play and mathematics.

Aline-Wendy Dunlop, MBE is an Emeritus Professor in the School of Education, Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, Scotland. In this role, Aline-Wendy has chosen to focus her current research, conference, networking and writing interests on educational transitions across the lifespan, autism, family engagement in education, the very youngest children, practitioner beliefs and practices and arts-related childhood experiences. She is the Scottish Project Coordinator for the POET (Pedagogies of Educational Transitions) International Research Staff Exchange Scheme. She chaired the Autism Network Scotland, and for many years, she worked in the field of autism and continues to work with the Asperger Forum: a group of writers on the autism spectrum. Her work-life balance allows for family time, travel and much-loved hobbies of pottery, the arts, walking, film and reading widely. She believes passionately in the importance of the Early Years in Scotland.

Johanna Einarsdóttir is a Professor of Early Childhood Education and the Dean of the School of Education, University of Iceland. She has been involved in several international research projects as a researcher and a consultant in her areas of expertise and published together with international colleagues. Professor Einarsdóttir is an editor of several books published in Icelandic and English. She has presented numerous papers and research results on early childhood education and educational transitions to professional and community groups nationally as well as internationally. Recently, she has been conducting research on children's views on their pre-school education and transition and continuity in early childhood education.

Kenneth Ekström is a Senior Lecturer (Associate Professor) in the Department of Applied Educational Science at Umeå University, Umeå, Sweden, a researcher and a lecturer in the preschool teacher programme and part time researcher at Mälardalen

University. Kenneth's research interest is about how preschool practices are influenced by societal factors such as policy and economy. The ongoing projects are about transitions between preschools and preschool class and also how emergent science in preschools is facilitated.

Bryndís Garðarsdóttir works as a Lecturer and researcher at the School of Education, University of Iceland. She completed her master's degree in ECE from Queen Maud University College and the Norwegian University of Science and Technology. Her current research interests include teachers' roles in supporting children's well-being and learning, continuity in children's learning across school levels, learning stories in preschools and professionalism. Currently, she is taking part in projects and research involving documentation and assessment in preschools and transition from preschool to primary school.

Anders Garpelin is a Professor of Education/Special Needs Education and the principal scientific officer of Educational Sciences at Mälardalen University, Västerås, Sweden. His research concerns the meaning of educational transitions, also from a life perspective, for children and young people, with their diverse abilities and experiences. His current research deals with transitions that young children encounter between three school forms – preschool, preschool class and school – with a special focus on learning and participation. Anders and his wife Merja live in a family where different cultural perspectives meet daily. The mother-tongues, Finnish, Hungarian and Swedish, are present almost daily with their children and grandchildren.

Robyn Gerrity is the Senior Teacher/Centre Director at the Carol White Family Centre based on the Selwyn College in Kohimarama, Auckland, New Zealand. Robyn has been based in this centre for the past 12 years and was previously at the Mangere Refugee Reception Centre. She has a total of 18 years working alongside refugee families in New Zealand and around 30 years teaching and being involved in diverse aspects of New Zealand early childhood education. Robyn has a strong interest in centre hospitality, social justice and family-centred education. Robyn and husband John live in Auckland and have three children residing, respectively, in Auckland, London and Tokyo and three grandchildren in Tokyo.

Tina Hellblom-Thibblin works as a Senior Lecturer at the School of Education, Culture and Communication at Mälardalen University in Västerås. Tina's current research interests include transitions from preschool and preschool class to school, children's diversity in different school settings and implications for children with diverse qualifications and experiences in school. Her focus is also on conceptualisation and how concepts are used in educational settings, especially regarding pupils with special needs and also the relationship between the concepts used and educational settings. Educational challenges regarding mathematics in compulsory school and school for intellectually disabled are also of interest.

Margie Hohepa affiliates to Te Māhurehure, Ngāpuhi Nui Tonu and Te Ātiawa in the North Island of Aotearoa, New Zealand. She is an Associate Professor and Associate Dean Māori in Te Kura Toi Tangata Faculty of Education at the University of Waikato. Primary trained, Margie has taught in English medium and Māori medium settings. Her research focuses on Māori medium education. Her three children are graduates of kohanga reo and attended kura kaupapa Māori. One now teaches in a kura, and four of her grandchildren have begun their Māori medium education journeys.

Pernilla Kallberg is a Lecturer in Early Childhood Teacher Education and a doctoral student in the Department of Education, Culture and Communication at Mälardalen University, Västerås, Sweden. Her doctoral work and research interests are around teachers' professional work with social relationships in the transitions between and within school forms in early years. Her research has a particular focus on issues that relate to teachers' representations of social relationships and transitions to compulsory school in a Swedish context. She is enjoying life with her family, where her sons Elliot and Alvin are a great inspiration, and she finds sport activities like floorball a big energy boost.

Kristín Karlsdóttir works as a Lecturer and researcher at the School of Education, University of Iceland. In 2001, she completed her M.Ed. degree in Education from the Teacher University and currently is working on the final steps in her doctoral thesis. The thesis gives detailed description of children's learning processes in their daily lives and explores the multiple factors affecting young children's learning while participating in two different early childhood curricular contexts. Her teaching and research touch upon preschool teachers' reflections and professional development, children's participation in play and learning and children's perspectives, well-being and learning dispositions. Currently, she is taking part in projects and research involving documentation and assessment in preschool education and transition from pre- to primary school.

Anne Lillvist works as a Senior Lecturer in Education at the School of Education, Culture and Communication at Mälardalen University in Västerås, Sweden. Her research interests include quality in preschool education and participation and social interaction of preschool children in need of special support. She is currently involved in a research project on the educational transitions of young children with intellectual disabilities with a specific focus on stakeholder collaboration and learning journeys.

Leonie McIntosh is a proud Wiradjuri woman living on Wiradjuri country. She is an Indigenous Academic Fellow at Charles Sturt University, Albury, and is working on her PhD which is looking at transitions for Indigenous children moving from preschool to formal education, with particular emphasis on how the child, the family and the community move together into the next stage of education. Leonie has two children – a teenager and a preschooler – and is currently having a little bit of a break from work but, hopefully, will be back there soon.

Helen Marwick is a Developmental Psychologist and Senior Lecturer, who lectures on child development and autism, and has researched extensively on social interactions, communicative development and interpersonal understanding. She is currently involved in research on intersubjectivity, conceptual development and relational identity, for both typically developing children and children with autism spectrum disorders, and has developed the Joint-Play Intersubjectivity Assessment Method (JPIAM), also known as ‘playboxes’, which promotes and assesses active interpersonal engagement and communication and which is being used widely in school settings. Helen is a member of international research groups investigating neurodevelopmental disorders and social communication.

Linda Mitchell is an Associate Professor and Director of the Early Years Research Centre at the University of Waikato, Hamilton, New Zealand. Linda’s current research focuses on early childhood education policy, teaching and learning in culturally and linguistically diverse early childhood settings, assessment practices and relationships with parents, whānau and community. She is interested in democratic policies and practices in early childhood education and is critical of the market approach to early childhood provision. Linda has three children and four grandchildren, one of whom lives in London and the others in New Zealand.

Htwe Htwe Myint is from Burma and her home language is Burmese. She came to New Zealand from Burma in 1992. She is a fluent speaker and writer of Burmese and English and has completed a Bachelor of Science in Chemistry at Mandalay University, Burma. After she gained her Science degree, she worked as an intermediate schoolteacher in Burma. In New Zealand, she worked at primary school as a language support teacher for a year and 5–6 years in an ECE centre. After finishing her Bachelor of Teaching (ECE), she became supervisor of the Carol White Family Centre. She works as a bilingual teacher, cultural broker, trusted interpreter and community representative and uses her knowledge, experience and skills to support children and families of all communities. Htwe Htwe believes that home language is very important and that any time is the right time to use it as a communication tool for fostering cultures and mediating identity and learning.

Sara Margrét Ólafsdóttir is a doctoral student at the University of Iceland, School of Education. In her doctoral study, she is researching with children, exploring their perspectives on play and learning in preschools. In addition, the study aims to gain a better understanding of how children see the role of adults in their play. Other research interests include children’s well-being and transitions in early education. In her spare time, Sara likes running and hiking and, of course, spending time with her family, her husband and their three children.

Vanessa Paki affiliates to Ngāti Mahuta and Te Atiawa in the North Island of Aotearoa, New Zealand, and is a Lecturer at the University of Waikato, Te Oranga School of Human Development and Movement Studies. Vanessa is early childhood trained, and her primary research interests focus around kaupapa Māori issues and

perspectives in early childhood, research and ethics, transitional pedagogies and human development over the lifespan.

Guðbjörg Pálsdóttir works in the University of Iceland, School of Education. She started her career as a compulsory schoolteacher in mathematics and social science but over the last 20 years has been involved in teacher education and curriculum development in mathematics. Her research interests include preschool mathematics, teacher education and curriculum resources.

Bob Perry recently retired from Charles Sturt University, Albury-Wodonga, Australia, after 45 years in tertiary education. He is currently the director of a small educational consultancy. Bob's research interests include powerful mathematics ideas in preschool and the first years of school; ethical tensions in researching with children; transition to school, with particular emphasis on starting school within families with complex support needs; preschool education in remote Indigenous communities; and evaluation of educational programmes. Bob shares a happy and fulfilling life with his partner, Sue Dockett, and their son, Will.

Sally Peters is an Associate Professor and Head of Te Oranga School of Human Development and Movement Studies at the University of Waikato, New Zealand. She is also an Associate Director of the University of Waikato's Early Years Research Centre. Sally's current research interests include many aspects of transition experiences as well as understanding more about young children's thinking, working theories and social development. Before joining the university, Sally was an early childhood teacher. Many of her projects now involve working in partnership with teachers in schools and early childhood settings to look at ways to enhance and support learning over time.

Gunilla Sandberg works as a Senior Lecturer in special needs education at the School of Education, Culture and Communication, Mälardalen University, Sweden. Her research has a focus on children's transitions to Grade 1 of primary school, with a particular interest directed towards children's reading and writing processes and inclusive education. This interest is based on a long experience of working as a primary school teacher and as a special needs educator. Gunilla lives in the countryside outside Uppsala with her husband Per. Her three children and their families live nearby.

Jenny Wilder is an Associate Professor in special needs education at Mälardalen University, Västerås, Sweden. Jenny's research interests include communication, interaction and participation of children with severe disabilities and the support system for children and families of children with disabilities. Her current research project deals with collaboration and learning in transitions from preschool into forms of special schools for children with intellectual disabilities.