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VOICES OF CHILDREN - Transition to School
Voices of children in starting school - Bob Perry and Sue Dockett 6 The Voices of Children project In June, 2006, the Illawarra Transition to School Network commenced planning a small

Family Matters - Issue 90 - Family transitions as children ...

Family transitions as children start schools. Sue Dockett, Bob Perry and Emma Kearney Abstract. The transition to school is a milestone in the lives of children and families. While a great deal of research has emphasised the changes encountered and managed by children as they start school, less attention has been directed towards the changes Families and Transition to School: Sue Dockett, Wilfried ...

This collection addresses issues related to families and transition, and pays special attention to the transition to school, the effect of this on the family, as well as the effect of the family on that transition. It celebrates the roles of families, locating them as integral partners in time of **Transitions to School: Perceptions, expectations and ...**

Transitions to School: Perceptions, Sue Dockett , Bob Perry 9780868408019, UNSW Press, November 2006, 272pp, PB , 235x155mm Transition to school is an important process for all involved: children, parents, educators and others. This book presents comprehensive research from the

Transitions to School: Perceptions, Expectations ...

Transitions to School: Perceptions, Expectations, Experiences, Sue Dockett, Bob Perry, UNSW Press, 2007 - Education - 219 pages, 0 Reviews. Transition to school is an important process for all involved: children, parents, educators and others. This book presents comprehensive research from the Australian Starting School Research Project and

Transitions to School - International Research, Policy and ...

It records a genuine, collaborative effort to bring together a range of perspectives into a Transition to School Position Statement that will inform ongoing research, practice and policy. The collaborative, research, policy and practice based development of this position statement represents a world-first. Bob Perry, Sue Dockett, Anne

Transitions to School - International Research, Policy and ...

This book provides an important compilation and synthesis of current work in transition to school research. The book focuses strongly on the theoretical underpinnings of

research in transition to school. It outlines key theoretical positions and connects those to the implications for policy and

ERIC - ED458041 - Starting School: Effective Transitions ...

Starting School: Effective Transitions, Dockett, Sue; Perry, Bob. *Early Childhood Research & Practice*, v3 n2 Fall 2001. This paper focuses on effective transition-to-school programs. Using a framework of 10 guidelines developed through the Starting School Research Project, the paper provides examples of effective strategies and transition

Research Team - Transitions

Paige is a full time research assistant for Professors Bob Perry and Sue Dockett in the ETC 2 Research Team, and has been working in the team since 2012. In her role, she has worked on a variety of projects in areas which include transition to school and early years mathematics.

ECRP, Vol 3 No 2, Starting School: Effective Transitions

Starting School: Effective Transitions, Sue Dockett & Bob Perry University of Western Sydney . Abstract. participants in transition have identified positive dispositions about school as one of the key factors in a successful transition to school (Dockett & Perry, 1999a). If children learn dispositions from being around people who hold

Transitions to School - International Research, Policy and ...

Sue Dockett, Bob Perry. Pages 277-294. About this book. A substantial part of the book is devoted to detailed examples of transition to school practice. These chapters provide innovative examples of evidence-based practice and contribute in turn, to practice-based evidence. The book is also devoted to considering policy issues and "Starting School with Special Needs" by Sue Dockett, Bob ...

The transition to school is a time of change and expectation for children, families, and communities. It is also a time when a range of factors both within and outside the family influence educational experiences and outcomes. This paper reports the experiences and expectations of 24 Australian families as their children with special needs