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| --- | --- |
| **Article title** | Transitions in Primary Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
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* Supply a minimum of 5 and a maximum of 10 words or phrases
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* Define specialized terms or key concepts used in your article in the style of a glossary
* Please include the term followed by a colon and a short (no more than 100 words) definition
* The glossary term must be present in the body of the article, please highlight its first instance in yellow.

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**Text of the article** [1000 – 1500 words maximum]

Before you start writing, please read carefully and follow closely:

* [Author Guidelines](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines)
* Article Outline for your article topic. **Please ensure you follow the prescribed structure as set out below, using the same subheadings and in the same order. If you do not follow the set structure, your article submission will be rejected.**
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**Your article on transitions in primary education in your country should discuss the topics below:**

**1. Research on transitions in primary education: What does the research say about transitions in primary education?**

Click or tap here to enter text.

**2. Nature of transitions: What is the nature of transitions made by primary school children that are recognized within your country? What grade or age levels mark these transitions and do pupils tend to stay in these institutions once they transition or i**

Click or tap here to enter text.

**3. Agency: What role do students play in these transitions?**

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**4. Parental, family and other social influences: What role do parents play in these transitions? What are the major causes of transitions? Do they create anxieties for those involved? Are there mechanisms to insure smooth transitions? Are there other influences from the community or the society that shapes these transitions?**

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**5. Teachers and school personnel: What role do teachers play in these transitions? Are there mechanisms to help orient parents and their children when they transition from early years settings to primary school or from primary to secondary school? What other school personnel have a role? How influential is this role?**

Click or tap here to enter text.

**6. Issues: What are the typical issues teachers and head teachers have to address? What are the key issues children confront? Does family financial situation have a role in these transitions? Are there programmes and strategies commonly used to support transitional period and are these effective (include evidence from research findings if any)?**

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**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

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* You must include all relevant references in full
* Use the Contributor Guidelines to ensure your references are written out correctly
* Do not include any footnotes or endnotes

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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

[insert **Table 1: Caption** here]

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* The text reflects and includes all of the subheadings from the Article Outline
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* The information is accurate and up to date, insofar as you can determine
* Quotations are kept to a minimum, and any lengthy quotations are properly cited.
* Routine moderate copyediting required
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