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| **Article title** | Transitions in Early Childhood 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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**Text of the article** [1000 – 1500 words maximum]

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**Historically, the concept of ‘transitions’ within education contexts refers to the transition children make when moving out of home to start school for the first time. Understanding their child’s readiness to begin school has continued to raise questions for parents who are anxious about ensuring a smooth transition from home to school. The high proportion of children in OECD countries who now attend a preschool or day care center, have already experienced being away from home in an external institution, long before starting school. Accordingly, transitions in ECE contexts comprise of understanding change overs children experience in a range of different ways during early childhood. Children’s capacity to learn routines as well as learning to be flexible or agile in adapting to changes in their environment, can influence the growth of independence, selfregulation and self-confidence. The promotion of autonomy and self-determination is also connected with cultural values and beliefs about children’s place in society and parenting perspectives on child rearing upheld in each country.**

**1. Types of transitions: Define the nature of transitions made by young children that are recognized within your country. These may include movement between two or more ECE institutions such as a preschool and a family day care setting on the same day. It could also include being with multiple caregivers over a week such as being with a parent one day, a grandparent for two days, at a preschool one day and a neighbor another day of the week. Given the routines observed within ECE settings, children are also expected to learn to transit from one activity to another together with their peers. Examples include moving from indoors to outdoor play; toileting and sleeping as well as hand washing before lunch etc. Discuss how routines reflect values and beliefs about child socialization in your country. Do they promote individualism or collectivism?**

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**2.   Role of parents: What role do parents play in ensuring that their children experience smooth transitions from one place or activity to the next? In multicultural societies like USA or UK, children may experience different beliefs about routines (e.g. sleep times and meal times can vary between families). How do ECE staff manage to provide children with consistency between home and the center? Is this an area that has been examined by researchers or is it an area that is raising anxiety for parents as seen in social media postings made by parents with young children? It is possible that some parents display more anxiety than their own children, and it would be helpful to discuss why this may occur in your country.**

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**3. Role of teachers: What are the perennial questions that ECE teachers have to deal with in addressing transition to school? How do teachers address these questions and what steps do they count: 1000 – 1500 words take to ensure that both children and their parents enjoy the move from the ECE setting to starting school? Include a discussion of resources, programs and strategies commonly used and their effectiveness as assessed through rigorous research.**

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**4. Key challenges: What are the key challenges of understanding transitions within and moving in and out of ECE settings especially when starting school being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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

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* 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:

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