



# POLICY BRIEF

Translating early childhood research evidence to inform policy and practice

## Rethinking the transition to school: Linking schools and early years services

### References

- Ackerman, D.J. and Barnett, W.S. (2005). **Prepared for Kindergarten: What Does "Readiness" Mean?** NIEER Policy Report (March 2005). New Brunswick, New Jersey: National Institute for Early Education Research, Rutgers University.
- Adelman, H. and Taylor, L. (2002). **New directions for school and community initiatives to address barriers to learning: two examples of concept papers to inform and guide policy makers.** Centre for Mental Health in Schools, University of California at Los Angeles, Los Angeles, California.
- Alexander, K. L., Entwisle, D. R. and Kabbani, N. S. (2001). The dropout process in life course perspective: Early risk factors at home and school. **Teachers College Record**, **103**, 760–822.
- Blank, M. and Berg. A. (2006). **All together now: Sharing responsibility for the whole child.** Alexandria, Virginia: Commission on the Whole Child, Association for Supervision and Curriculum Development.  
<http://www.ascd.org/ascd/pdf/sharingresponsibility.pdf>
- Blank, M.J., Melaville, A. and Shah, B.P. (2003). **Making the Difference: Research and Practice in Community Schools.** Coalition for Community Schools, Washington, DC
- Boethel, M. (2004). **Readiness: School, family, and community connections.** Austin, Texas: Southwest Educational Development Laboratory.
- Bogard, K. and Takanishi, R. (2005). PK-3: An aligned and coordinated approach to education for children 3 to 8 years old. **Social Policy Report**, **XIX** (III). Ann Arbor, Michigan: Society for Research in Child Development.  
<http://www.srcd.org/documents/publications/SPR/spr19-3.pdf>
- Bohan-Baker, M. and Little, P.M.D. (2004). **The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families.** Cambridge, Massachusetts: Harvard Family Research Project, Harvard Graduate School of Education, Harvard University.  
<http://www.gse.harvard.edu/hfrp/content/projects/fine/resources/research/bohan.pdf>

- Caspe, M., Lopez, M.E. and Wolos, C. (2006/07). **Family involvement in elementary school**. Harvard Family Research Project Report No. 2 (Winter 06/07). Cambridge, Massachusetts: Harvard Family Research Project, Harvard Graduate School of Education
- Cassidy, M. (2005). 'They do it anyway': a study of Primary 1 teachers' perceptions of children's transition into primary education. **Early Years, 25** (2), 143-153.
- CCCH (Centre for Community Child Health) (2008). **Rethinking school readiness**. CCCH Policy Brief 10. Melbourne, Victoria: Centre for Community Child Health.
- Clancy, S., Simpson, L. and Howard, P. (2001). Mutual trust and respect. In S. Dockett and B. Perry (Eds.). **Beginning School Together: Sharing Strengths**. Watson, ACT: Australian Early Childhood Association.
- Cunha, F., Heckman, J.J., Lochner, L.J. and Masterov, D.V. (2006). Interpreting the evidence on life cycle skill formation. In E. Hanushek and F. Welch (Eds.), **Handbook of the Economics of Education**. Amsterdam: North-Holland.
- De Zen, L. (2004). A sense of belonging: Community spaces building family strengths. **Every Child, 10** (2), 10.
- Dockett, S. and Perry, B. (2001). Starting school: effective transitions. **Early Childhood Research and Practice, 3** (2), e 1-14.
- Dockett, S. and Perry, B. (2005). 'You Need to Know How to Play Safe': children's experiences of starting school. **Contemporary Issues in Early Childhood, 6** (1), 4-18.
- Dockett, S. and Perry, B. (2007a). Children's transition to school: Changing expectations. In A.-W. Dunlop and H. Fabian (2007). **Informing Transitions in the Early Years**. Maidenhead, Berkshire, UK: Open University Press.
- Dockett, S. and Perry, B. (2007b). **Transitions to School: Perceptions, expectations and experiences**. Sydney, NSW: University of New South Wales Press.
- Dryfoos, J.G. (2002). Full-serviced schools: creating new institutions. **Phi Delta Kappan, 83** (5), 393-399.
- Edgar, D. (2001). **The Patchwork Nation: Re-thinking government – re- building community**. Sydney, NSW: Harper Collins.
- Emig, C., Moore, A. and Scarupa, H. J. (2001). **School readiness: Helping communities get children ready for school and schools ready for children**. Child Trends Research Brief, October. Washington, DC: Child Trends.
- Fabian, H. (2002). **Contextualised learning for 5-8 year olds**. Dundee, Scotland: Learning and Teaching Scotland.
- Fabian, H. (2007). Informing transitions. In A.-W. Dunlop and H. Fabian (2007). **Informing Transitions in the Early Years**. Maidenhead, Berkshire, UK: Open University Press.
- Feinstein, L. (2003). Inequality in the early cognitive development of British children in the 1970 cohort. **Economica, 70** (Issue 297), 73-97.

- Glazier, J. (2001). Orientation or transition? In S. Dockett and B. Perry (Eds.). **Beginning School Together: Sharing Strengths**. Watson, ACT: Australian Early Childhood Association.
- Gonzalez, R. (2002). **Ready schools: Practices to support the development and educational success of young children**. Los Angeles, California: UCLA Center for Healthier Children, Families, and Communities.
- Halfon, N., Uyeda, K., Inkelas, M. and Rice, T. (2004). **Building Bridges: A Comprehensive System for Healthy Development and School Readiness**. In N. Halfon, T. Rice and M. Inkelas (Eds.). Building State Early Childhood Comprehensive Systems Series, No. 1. Los Angeles, California: National Center for Infant and Early Childhood Health Policy
- HM Government (2007). **Extended Schools: Building on Experience**. Annesley, Nottingham: DCSF Publications.  
<http://www.everychildmatters.gov.uk/files/41989AB45948163B6B7CD07D5D2D1C72.pdf>
- Hopps, K. (2004). Teacher communication across the preschool-school boundary. **Australian Journal of Early Childhood**, 29 (1), 8-13.
- Kagan, S.L and Neuman, M.J. (1998). Lessons from three decades of transition research. **The Elementary School Journal**, 98 (4), 365-379.
- Kauerz, K. (2006). **Ladders of Learning: Fighting Fade-Out by Advancing PK-3 Alignment**. NAF Issue Brief No. 2 (January 2006). Washington, DC: New America Foundation: Early Education Initiative.  
[http://www.newamerica.net/files/archive/Doc\\_File\\_2826\\_1.pdf](http://www.newamerica.net/files/archive/Doc_File_2826_1.pdf)
- Kreider, H., Caspe, M., Kennedy, S. and Weiss, H. (2007). **Family Involvement in Middle and High School Students' Education**. Family Involvement Makes a Difference Number 3, Spring 2007. Cambridge, Massachusetts: Harvard Family Research Project.
- Larcombe, C. (2007). Launching into Learning. **Reflections (Gowrie Australia)**, Summer, pp. 4-6.
- Mangione, P.L. and Speth, T. (1998). The transition to elementary school: A framework for creating early childhood continuity through home, school, and community partnerships. **The Elementary School Journal**, 98 (4). 381-397.
- Margetts, K. (2002). Transition to school — Complexity and diversity. **European Early Childhood Education Research Journal**, 10 (2), 103–114.
- Margetts, K. (2007a). Preparing children for school--benefits and privileges. **Australian Journal of Early Childhood**, 32 (2), 43-50.
- Margetts, K. (2007b). Understanding and supporting children. In A.-W. Dunlop and H. Fabian (2007). **Informing Transitions in the Early Years**. Maidenhead, Berkshire, UK: Open University Press.

- Mashburn, A.J., Pianta, R.C., Hamre, B.K., Downer, J.T., Barbarin, O.A., Bryant, D., Burchinal, M., Early, D.M. and Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. **Child Development, 79** (3), 732–749.
- National Scientific Council on the Developing Child (2004). **Young Children Develop in an Environment of Relationships**. NSCDC Working Paper No. 1. Waltham, Massachusetts: National Scientific Council on the Developing Child, Brandeis University.  
[http://www.developingchild.net/papers/paper\\_1.pdf](http://www.developingchild.net/papers/paper_1.pdf)
- Neuman, M. (2001). Hand in hand: Improving the links between ECEC and schools in OECD countries. In S.B. Kamerman (2001), **Early Childhood Education and Care: International Perspectives**. New York: Institute for Child and Family Policy, Columbia University.
- NICHD Early Child Care Research Network (2004). Are child developmental outcomes related to before- and after-school care arrangements? Results from the NICHD Study of Early Child Care. **Child Development, 75**, pp. 280–295.
- OECD (2006). **Starting Strong II: Early Childhood Education and Care**. Paris, France: Organisation for Economic Development.
- Pianta, R.C. and Cox, M.J. (1999). The changing nature of the transition to school: Trends for the next decade. In R.C. Pianta and M.J. Cox, M.J. (Eds.). **The Transition to Kindergarten**. Baltimore, Maryland: Paul H. Brookes.
- Pianta, R. and Cox, M. (2002). **Transition to kindergarten**. Early Childhood Research and Policy Briefs, 2 (2 / Winter), 1-4. Chapel Hill, North Carolina: National Center for Early Development & Learning, University of North Carolina at Chapel Hill.  
<http://www.fpg.unc.edu/ncedl/PDFs/TranBrief.pdf>
- Pianta, R.C. and Kraft-Sayre, M. (2003). **Successful Kindergarten Transition: Your Guide to Connecting Children, Families, and Schools**. Baltimore, Maryland: Paul H. Brookes.
- Pianta, R.C. and Rimm-Kaufman, S. (2006). The social ecology of the transition to school: Classrooms, families, and children. Ch. 24 in K. McCartney and D. Phillips (Eds.). **Blackwell Handbook of Early Childhood Development**. Oxford, UK: Blackwell Publishers.
- Ramey, S.L and Ramey, C.T. (1994). The transition to school: Why the first few years matter for a lifetime. **Phi Delta Kappan, 76** (3), 194-198.
- Rimm-Kaufman, S.E. and Pianta, R.C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. **Journal of Applied Developmental Psychology, 21** (5). 491-511.
- Rous, B.S. and Hallam, R.A. (2006). **Tools for Transition in Early Childhood: A Step-by-Step Guide for Agencies, Teachers, and Families**. Baltimore, Maryland: Paul H. Brookes.

- Schulking, A.B., Malone, P.S. and Dodge, K.A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. **Developmental Psychology**, **41** (6), 860-871.
- Shore, R. (1998). **Ready schools: A report of the Goal 1 Ready Schools Resource Group**. Washington, DC: The National Education Goals Panel.
- Timperley, H., McNaughton, S., Howie, L. and Robinson, V. (2003). Transitioning children from early childhood education to school: teacher beliefs and transition practices. **Australian Journal of Early Childhood**, **28** (2), 32-38.
- Walker, K. (2007). **Play Matters: Engaging Children in Learning. The Australian Developmental Curriculum - A play and project based philosophy**. Camberwell, Victoria: Australian Council for Educational Research.
- Weiss, H., Caspe, M. and Lopez, M.E. (2006). **Family involvement in early childhood education**. Harvard Family Research Project Report No. 1 (Spring 2006). Cambridge, Massachusetts: Harvard Family Research Project, Harvard Graduate School of Education.
- Wilkin, A., Kinder, K., White, R., Atkinson, M. and Doherty, P. (2003). **Towards the Development of Extended Schools**. DfES Research Report No 408. London, UK: Department for Education and Science.
- Yeboah, D.A. (2002). Enhancing transition from early childhood phase to primary education: Evidence from the research literature. **Early Years: Journal of International Research and Development**, **22** (1), 51-68.
- Zigler, E. F., Finn-Stevenson, M., & Stern, B. M. (1997). Supporting children and families in the schools: The school of the 21st century. **American Journal of Orthopsychiatry**, **67**, 396–407.