

'POET' Symposium

Pedagogies of Educational Transitions



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Saturday 5 April 2014 from 9am to 4pm
S block ground floor, University of Waikato, Hamilton

This symposium is hosted by The Early Years Research Centre, University of Waikato. The presenters are part of a Marie Curie International Research Staff Exchange Scheme [IRSES] focussed on Pedagogies of Educational Transitions [POET].ⁱ

Programme

| SATURDAY 5 APRIL 2014 | | |
|-----------------------|---|---------------|
| 8.30 | Registration | S Block Foyer |
| 9.00 | Mihi | SG.0.1 |
| 9.15 | Introduction | SG.01 |
| 9.30 | Swedish Team: Mälardalen University <i>The Swedish education system</i> Gunilla Sandberg & Pernilla Kallberg | SG.01 |
| 10.30 | Morning tea | S Bock foyer |
| 10.45 | Icelandic Team: University of Iceland <i>Children's perspectives on their lived experiences through video-observations: Methodological challenges</i> Hrönn Pálmadóttir <i>Finding ways to connect play and learning</i> Bryndís Garðarsdóttir | SG.01 |
| 10.45 | Icelandic Team: University of Iceland <i>Using the outdoor environment to create continuity in children's learning from preschool to primary school</i> Kristín Norðdahl <i>Play and learning: Children perspectives, literacy and continuity</i> Kristín Björk Jóhannsdóttir & Sara Margrét Ólafsdóttir | SG.02 |

ⁱ The New Zealand-EU International Research Staff Exchange Scheme [IRSES] Counterpart Fund is supported by Government funding and administered by the Royal Society of New Zealand.

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| 11.45 | <p>New Zealand Team: University of Waikato</p> <p><i>Enhancing children's transition learning journeys through collaborative early childhood and school relationships</i></p> <p>Phylcia Tan, Bridie Carr-Neil, Helen Rees, Sally Peters, & Vanessa Paki</p> <p><i>Richness and celebrations: Immigrant early childhood teachers in Aotearoa</i></p> <p>Sonja Arndt</p> | SG.01 |
| 11.45 | <p>New Zealand Team: University of Waikato</p> <p><i>Responding to karanga: Counsellor education and noho marae</i></p> <p>Elmarie Kotzé & Kathie Crocket</p> <p><i>Parent decision-making about ECE: Reducing barriers to participation</i></p> <p>Linda Mitchell & Patricia Meagher-Lundburg</p> | SG.02 |
| 12.45 | Lunch | S Block foyer |
| 1.30 | <p>Australian Team: Charles Sturt University</p> <p><i>Continuity and Change in Curriculum and Pedagogies as Children Start School</i></p> <p>Bob Perry</p> <p><i>Let's Count: Educators and families working in partnership to support positive transitions in early mathematics education</i></p> <p>Amy MacDonald</p> <p><i>Gudaga Goes to School: Identities and possibilities for Australian Aboriginal children and families starting school in urban communities</i></p> <p>Bob Perry</p> | SG.01 |
| 2.30 | <p>Scottish Team: University of Strathclyde</p> <p><i>Transitions as a tool for change</i></p> <p>Rob Mark & Helen Marwick</p> | SG.01 |
| 3.30 | Poroporoaki | SG.01 |
| 3.45 | Afternoon tea | S Block foyer |

Abstracts

Swedish Team: Mälardalen University, Sweden

The Swedish education system

Gunilla Sandberg & Pernilla Kallberg
Mälardalen University

Abstract

Initially in the presentation *The Swedish education system* will be presented shortly. The three common types of schooling and education that the Swedish children attend during their journey through the system are *preschool*, *preschool-class* and *compulsory school*. Municipalities should provide preschool for children from the age of **one**: when parents are working or studying or when parents are unemployed or on leave of absence and almost 98% of all Swedish children in the age of 1–5 attend to preschool. From the **age of 6** children have the right to start in the preschool-class. The preschool class is a voluntary school form, which the majority of six-year-olds in Sweden attend. In Sweden most children begin their first year at school in the autumn term when they reach the age **of 7**. The compulsory school consists of nine years of schooling.

A short overview of the research conducted by the Swedish POET group at Mälardalen University will be given. The overall aim for the research projects is *How to create conditions for all pupils to attain the goals of the school and develop their full potential - Children's Learning Journeys from Preschool to School*. Within the research projects several studies are conducted, focusing different areas as social relations, participation, literacy, mathematics and special support. A particular interest in this presentation is on social relations and special needs education related to the transitions from preschool to preschool class and from preschool class to school.

Icelandic Team: University of Iceland

Children's perspectives on their lived experiences through video-observations: Methodological challenges

Hrönn Pálmadóttir
University of Iceland

Abstract

In the presentation I will focus on methodological challenges that emerged in using video recordings in a study with children (one-to-three years) where the endeavour was to capture their perspectives on their lived experiences in play in a preschool in Iceland. The study was based on phenomenological approaches of Maurice Merleau-Ponty (1945/1962) that emphasise the human bodily existence in the world. In the presentation examples will be drawn from the study to address experiences and insight that were gained and explore the relations between the researcher and the children.

Finding ways to connect play and learning

Bryndís Garðarsdóttir
University of Iceland

Abstract

Though many researches confirm the value of play in children's learning they also establish that linking play and learning can be difficult in educational settings. Also it has been criticised that too much planning, where educational aims are in focus, can lead up to that play no longer is a free play (Wood and Attfield, 2005; Brooker, 2011).

In an action research project, teachers in collaboration with researchers developed the use of play as a way to encourage children's mathematical learning. The presentation will mainly focus on teachers view on play and learning and how they worked on connecting these in daily practice, also teachers' dilemma concerning play being a free enterprise on children's premises or serving educational aims.

Data was gathered and analysed simultaneously throughout the study by interviews, participating observations and teacher's diaries.

Using the outdoor environment to create continuity in children's learning from preschool to primary school

Kristín Norðdahl
University of Iceland

Abstract

The aim of the study is to illustrate how preschool and primary school teachers used the outdoor environment to create continuity in children's learning from preschool to primary school. The theoretical framework of the study is Vygotsky's socio-cultural theory, emphasizing that learning is a social process in which children participate from an early age (Vygotsky, 1978) and that they both influence and are influenced by their social and physical environment (Rogoff, 2003). Three teachers from one preschool and two teachers from one primary school participated in the study as well as ten five year old preschool children and twenty, six year old, primary school children. Data was gathered through interviews, meetings and observations. In the project the teachers did create continuity in children's learning by collaborate in a project where they created diverse tasks for children about living beings in a common outdoor area.

Play and learning: Children perspectives, literacy and continuity

Kristín Björk Jóhannsdóttir & Sara Margrét Ólafsdóttir
University of Iceland

Abstract

In Iceland preschool is the first level of the educational system. The educational policy in the National Curriculum for Preschool are, as for other school levels, based on six fundamental pillars. Among them are literacy and democracy and human rights. According to the curriculum play is the most important means for young children to learn and there is a great emphasis on continuity between school levels.

In the presentations two doctoral students from the School of Education at the University of Iceland will introduce their research proposal about children's perspective on play and literacy learning through play. They will discuss their studies in accordance with Icelandic research findings about continuity, children's perspective and literacy learning through play.

New Zealand Team: The University of Waikato

Enhancing children's transition learning journeys through collaborative early childhood and school relationships

Research team

Phylicia Tan & Julia Tilley, *Leaning Links Childcare*; Helen Rees, Carol Bird, Robyn O'Connor, & Stephanie Spence, *Rewi Street Kindergarten*; Jennie Brook-Watt & Bridie Carr-Neil, *Te Totara School*; Sally Peters, Vanessa Paki, & Maretta Taylor, University of Waikato; and Keryn Davis, *CORE Education*.

Presenters: Phylicia Tan, Bridie Carr-Neil, Helen Rees, Sally Peters & Vanessa Paki
The University of Waikato

Abstract

This presentation is based on some of the work of a three-year Teaching and Learning Research Initiative [TLRI] project, which formed the initial New Zealand country project for the POET collaboration. The project has involved university and teacher researchers working collaboratively to explore children's learning journeys from early childhood to school. Data have been gathered on the experiences of case study children as they make the transition within and across the ECE and school settings. Surveys and interviews have explored the perspectives of parents/ whānau, teachers and the community. Children have also been interviewed to gain their perspectives.

Within the wider project there have been a number of teacher led initiatives designed to support children's learning journeys. Our presentation will cover three initiatives from the many that we have explored, along with an overview of the potential offered by digital technologies within one case study child's transition learning journey. We reflect on the ways in which transition practices have become more nuanced and responsive over time as the settings have deepened their collaborations.

Richness and celebrations: Immigrant early childhood teachers in Aotearoa

Sonja Arndt
The University of Waikato

Abstract

This presentation challenges the easy assumption that cultural differences automatically lead to rich and universally beneficial early childhood environments. It positions early childhood education in the context of the globalized diaspora and provokes a critical questioning of immigrant teachers' situations within this context. Immigrant teachers' multiple realities are often themselves riddled with struggle and contradictions, and concerns for survival and understanding. This presentation situates and honours immigrant teachers within this equation and the divisions, disparities and turmoil of different expectations. Complicated and driven by the utopian challenge to live with and as foreigners 'without ostracism or levelling', this presentation explores a philosophical methodological approach to questioning homogenizing and generalizing orientations. It aims to provoke fresh orientations towards socially just and ethical ways of researching, being and living with, and as, foreigners.

Responding to karanga: Counsellor education and noho marae

Elmarie Kotzé & Kathie Crocket
The University of Waikato

Abstract

With POET here in Aotearoa New Zealand, this paper contextualises in the local landscape the practice of education through noho marae. Opportunities to learn in the marae setting arose out of Maori challenges and invitations to understand and practice counselling beyond the limitations of western epistemologies. Over time, here at the University of Waikato the counsellor education programme, staff, and students have taken up the hospitality offered by these challenges and invitations. While our larger research project investigates the transformational effects for students of their experiences of marae noho within the counsellor education programme, this paper emphasises the relationships with people and place that have produced the whariki that makes such learning experiences available.

Parent decision-making about ECE: Reducing barriers to participation

Linda Mitchell & Patricia Meagher-Lundburg
The University of Waikato

Abstract

This presentation is about the barriers and supports experienced by “priority” (Ministry of Education terminology) families in making decisions and enrolling their children in early childhood education (ECE). It draws on data from interviews with parents to examine some of the key ways in which parents can be supported in their decisions and their children’s transition to ECE. The findings highlight the importance of ECE services finding ways to reduce or eliminate costs and to welcome and respond to families in order to generate a sense of belonging and feeling connected.

Australian Team: Charles Sturt University

Continuity and Change in Curriculum and Pedagogies as Children Start School

Research Team

Sue Dockett, Bob Perry, Kathryn Hopps, & Jess Davies

Presenter: Bob Perry
Charles Sturt University

Abstract

This study will generate new knowledge promoting positive transitions to school for all children through analysing the impact of the Early Years Learning Framework and the Australian Curriculum on transition to school and interrogating current pedagogies of educational transition in order to inform the transition to school intentions of the two curricula. The project's significance is its potential to impact on the transition to school experiences of thousands of Australian children and families and, through this, to promote a positive start to school. Research outcomes will address the development and implementation of pedagogies of transition at the time of school entry and the impact of national curricula on these.

Let's Count: Educators and families working in partnership to support positive transitions in early mathematics education

Researcher & Presenter Amy MacDonald
Charles Sturt University

Abstract

Let's Count is a preschool mathematics program designed to assist early childhood educators to work with parents and other family members so that they can notice the mathematics in the everyday experiences of their children and help them develop mathematical skills and concepts from these experiences. Initially written as a short professional learning course for such educators, *Let's Count* was expanded by the presenter into a university subject offered on-line. This presentation investigates the experiences of the university students, all of whom were practising early childhood professionals, and reports, in particular, on the innovative and creative ways in which they engaged with parents and family members.

Gudaga Goes to School: Identities and possibilities for Australian Aboriginal children and families starting school in urban communities

Researcher

Lysa Dealtry

Presenter: Bob Perry

Charles Sturt University

Abstract

Within the context of a broader project, this doctoral work explores relationships between individual and contextual characteristics and urban-living Aboriginal children's and families' sense of self as they start school. The study seeks to understand the interactions and relationships amongst children, families and schools that contribute to a positive sense of self and belonging in the context of successful transition to school. The perspectives of Aboriginal children, their families, and the children's educators, on what constitutes and what realises a positive sense of self for Aboriginal children and families making the transition to school have been generated. The data form a re-telling of the interplay of school characteristics and participants' perceptions, experiences, feelings and identities associated with a successful transition to school for Aboriginal children and families in urban communities.

Scottish Team: University of Strathclyde

Transitions as a tool for change

Rob Mark & Helen Marwick
University of Strathclyde

Abstract

In this presentation members of the Scottish POET team will present the Scottish country project 'Transitions as a Tool for Change'. There are three main strands to this project: Professional Beliefs and Practices, Family Engagement and Children's Learning Journeys. Two associated projects will be presented: Dr Helen Marwick will share planned project work with the very youngest children and insights from the transitions element of our Positive Behaviour precedent project, as part of our Learning Journeys strand and Dr Rob Mark will present "From early learning to later life learning: Children and adults learning together": a study being undertaken by Strathclyde's Learning in Later Life Student Research Group which is part of our family engagement strand and will look at how children's learning can be enhanced by older adults and how older adults can learn from children through inter-generational learning, as well as looking at why so few men are involved in inter-generational learning and how this issue might be addressed.

Biographies

Australian Team

Lysa Dealtry *Charles Sturt University*

Lysa is currently undertaking doctoral study with Charles Sturt University. Her study explores the transition to school from the perspectives of Aboriginal children and their families and educators, with a particular focus on the ways in which children, families and schools work together to foster a strong and positive sense of self and belonging in relation to school. Lysa's doctoral research will contribute to the Gudaga Goes to School study that is part of the Gudaga suite of projects.

Sue Dockett *Charles Sturt University*

Sue Dockett is Professor in Early Childhood Education, Charles Sturt University, Australia. Much of her research agenda is focused on educational transitions, particularly transitions to school and the expectations, experiences and perceptions of all involved. Her research also encompasses children's play and participatory rights-based research with children.

Amy MacDonald *Charles Sturt University*

Dr Amy MacDonald is a Lecturer in Early Childhood Studies in the School of Education at Charles Sturt University, Albury-Wodonga. Amy has a PhD in early childhood mathematics education and a Bachelor of Education (Primary)(Honours Class 1), both from Charles Sturt University. Amy's current research focuses on the mathematics experiences and education of infants, toddlers, pre-schoolers and children in the early years of primary school including: transitions in mathematics education; children's representations of mathematics; and contexts for the development of mathematical understanding. Amy is working on a number of numeracy-focused research projects utilising data from the *Longitudinal Study of Australian Children* (LSAC), and is also working on projects related to *Let's Count*, a program to support young children's numeracy development prior to school. Amy is a member of the *Pedagogies of Educational Transitions* (POET) global alliance, working with researchers from Australia, Iceland, Scotland, Sweden, and New Zealand. Amy was awarded the Mathematics Education Research Group of Australasia Early Career Award in 2011, the Charles Sturt University Outstanding Thesis Prize in 2011, and the NSW Institute for Educational Research Beth Southwell Research Award in 2012.

Bob Perry *Charles Sturt University*

Bob Perry is Professor of Mathematics and Transition to School, School of Education, Charles Sturt University-Albury Wodonga. He has worked in tertiary education since 1972. Bob's substantive research areas include educational transitions; early childhood mathematics education; researching with young children, the education of Indigenous children and community capacity building. He has expertise recognized by research peers, policy makers and practitioners in each of these areas. With Sue Dockett, his research in educational transitions is recognized nationally and internationally and has been the basis for many systemic programs concerning transition to school. Sue and Bob have worked and continue to work collaboratively with many Australian and international educational transitions researchers in the development of theoretical frameworks, position statements and guidance for educators and parents.

Icelandic Team

Bryndís Garðarsdóttir *University of Iceland*

Bryndís Garðarsdóttir is Assistant professor at the University of Iceland, School of Education. Her position is within the Early Childhood Education where she mainly teaches the becoming Preschool teachers. She teaches pedagogy, didactics and educational theory. In addition she supervises student's practical training in Preschools. In research her main interests are curriculum development, teacher's methods, professionalism and assessment.

Kristín Björk Jóhannsdóttir *University of Iceland*

Kristín Björk Jóhannsdóttir has a wide professional experience as a preschool teacher in Reykjavík. She completed her degree in preschool education at the Preschool Teachers School of Iceland in 1992 and her M.A. degree in 2012. She is currently a Ph.D. student in education at the School of Education, University of Iceland. In her doctoral dissertation she focuses on early childhood literacy education.

Kristín Norðdahl *University of Iceland*

Kristín Norðdahl is from Iceland. She lives with her family in a small community near Reykjavík. She is an assistant professor in biology education, environmental and sustainably education at University of Iceland, School of Education. She teaches student teachers of all school levels but mostly those that are going to be preschool—and primary school teachers. She is also a part time student, doing my PhD about the role of outdoor environment in young children's learning

Sara Margrét Ólafsdóttir *University of Iceland*

Sara Margrét Ólafsdóttir has a professional experience as a preschool teacher in Vestmannaeyjar and Akranes. She completed her B.Ed. degree in preschool education at the University of Education in Iceland in 2003 and her M.Ed. degree in 2013. She is currently a Ph.D. student in education at the School of Education, University of Iceland. In her doctoral dissertation she focuses on children's play from their perspectives.

Hrönn Pálmadóttir *University of Iceland*

Hrönn Pálmadóttir is Assistant Professor at the University of Iceland; School of Education. Her teaching as well as research field is mainly within Early Childhood Education. Currently she is working on her PhD project focusing on the youngest children (1–3-years) in preschool. The overall aim of the study is to try to capture children's perspectives and understand their expression and meaning making in play situations. The courses that she teaches are; inclusion in preschool, play, communication and documentation and transition between pre-and primary school.

New Zealand Team

Sara Archard
The University of Waikato

Sarah is a lecturer in the Department of Professional studies in the Faculty of Education at The University of Waikato. She currently coordinates and teaches in a Graduate Diploma of Teaching—Early Childhood which is a distance programme. Her key research interests lie in the humanising of eLearning environments and the development of relationships within the online community

Simon Archard
The University of Waikato

Simon is a lecturer in the Department of Professional Studies. He lectures in Undergraduate and Graduate Diploma Programmes in early childhood education and has undertaken research on how ICT supports children's inquiry learning and supports democratic teaching and learning in early childhood education. Other areas of interest include Inclusive education practices in early childhood education. Simon Archard is a lecturer in the Department of Professional Studies. He lectures in Undergraduate and Graduate Diploma Programmes in early childhood education and has undertaken research on how ICT supports children's inquiry learning and supports democratic teaching and learning in early childhood education. Other areas of interest include Inclusive education practices in early childhood education.

Sonja Arndt
The University of Waikato

Sonja is a lecturer in early childhood teacher education at the University of Waikato. Her teaching and research interests span a wide range of topics across the early childhood education and teacher education programmes, with a particular focus on socio-cultural and post-structural perspectives and examinations aimed at enhancing teaching and socially just practices, creativity in practice, and thought. Her current research is a philosophical examination of the notion of the foreigner and foreignness, that aims to provoke fresh ideas towards research, practice and orientations towards diversity within early childhood settings.

Nadine Ballam
The University of Waikato

Nadine Ballam is a Lecturer at the University of Waikato in New Zealand and has recently completed her PhD which explored the lived experiences of gifted and talented young people from low socioeconomic backgrounds. She is currently in the early stages of a project that will investigate the transition experiences of children moving from their final year of primary school, through the intermediate school setting, and into secondary school. Nadine's research interests include gifted and talented education, risk and resilience, and human development across the lifespan.

Amanda Bateman
The University of Waikato

Amanda began her career in early childhood education as a practitioner in Wales, UK. Following several years of working in this area she began a PhD at the Centre of Childhood Research at University of Wales Swansea in 2006. Subsequent to the successful completion of her PhD in 2010, Amanda accepted a lecturing position in early childhood education at the University of Waikato, New Zealand where she currently works. She has published from her thesis and has since led a Teaching and Learning Research Initiative (TLRI) funded project investigating pedagogical inter-subjectivity in the early years in New Zealand. Amanda has also been involved in

an international collaborative project investigating the impact of the New Zealand Christchurch earthquakes on the children living there. She is currently project leader for a TLRI funded study with Professor Margaret Carr, Dr Alex Gunn and Professor Elaine Reese investigating young children's literacy and narrative.

Bridie Carr-Neil
Te Totara Primary School

Bridie has a Bachelor of Teaching degree and is also Reading Recovery trained. She began teaching in 2003 with most of her experience being in small rural schools teaching composite classes of New Entrant, Year 1 and Year 2 students.

In 2011 after having a year off with their second child she took a position at Te Totara Primary School in Hamilton opening a New Entrant class.

It was here that she and other colleagues of the New Entrant/Year 1 team were presented with the opportunity to work along side Sally Peters, Vanessa Paki, and ECE teachers on the TLRI project about Transition to School.

Bronwen Cowie
The University of Waikato

Bronwen is the Director of the Wilf Malcolm Institute for Educational Research, Faculty of Education, The University of Waikato. She was previously Director of the Centre for Science and Technology Education Research, The University of Waikato and coordinator of the Secondary Conjoint Programme, School of Education, The University of Waikato. Bronwen was involved with the development of the science curriculum statement and has provided commentary and doctoral research supervision for curriculum implementation for groups in Hong Kong and Thailand. Bronwen has experience with leading and coordinating research teams and with the range of research methods involved in the study including interviews, document analysis, individual and cross school case studies, and the translation of research findings to a form that is usable by teachers and schools. She is a very experienced school researcher with knowledge of both primary and secondary curriculum, teaching, learning and assessment.

Kathie Crocket
The University of Waikato

Kathie Crocket's research, teaching, and supervision follow a number of strands within counselling. She is an Associate Professor and Director of Counsellor Education at the University of Waikato. Over time, she has worked with transitions in a range of practice contexts including new entrant teaching, careers counselling, university student counselling, and now counsellor education.

Margie Hohepa
The University of Waikato

Margie Kahukura Hohepa (Ngāpuhi, Te Atiawa, Pākehā) is an Associate Professor and the Associate Dean—Māori of Te Kura Toi Faculty of Education at The University of Waikato. Margie's field of research is Māori education and is framed by Kaupapa Māori. Her research activities focus mainly on Māori medium education settings. She also takes a very personal interest in Māori medium schooling as a grandmother of children in kōhanga reo and Maori medium schooling.

Elmarie Kotzé
The University of Waikato

Elmarie's research and teaching has spanned disciplines and countries. A current project investigates transformational learning in the context of the radical hospitality offered by Maori to students and staff in counsellor education at the University of Waikato. Research supervision is a

particular focus of her teaching: Elmarie has supervised more than fifty theses and dissertations across a range of topics

Patricia Meagher Lundburg
The University of Waikato

Trisha Meagher-Lundberg is an experienced early years researcher and early childhood teacher. She is currently a member of the University of Waikato research team evaluating the government's ECE Participation Programme. Trisha has been a researcher within many ECE project teams. Recent projects include Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association project on the work of teachers in centre-based education and care settings, the formative evaluation of ECE Centres of Innovation, the evaluation of Promoting Participation in ECE, and the process evaluation of Green Prescription Active Families.

Rosina Merry
The University of Waikato

Rosina Merry is the Associate Director Early Childhood Education (ECE) and a Senior Lecturer in the Department of Professional Studies in Education. She also coordinates the practicums for students in the Graduate Diploma ECE and the Bachelor of Teaching ECE. Rosina teaches in the fully online Graduate Diploma ECE papers and Postgraduate papers. She worked in the early childhood sector for a number of years, firstly as a teacher and then as a Director of a large community childcare trust before coming to the University of Waikato. Rosina held the position of the National President of Te Tari Puna Ora o Aotearoa New Zealand Childcare Association for nine years, and has been involved in the development of a range of early childhood legislation and Ministry of Education Research contracts over a number of years. She was a Flexible Learning Leaders (FLLinNZ) during 2005 and 2006. Rosina is currently completing her PhD. Through this research she has developed a conceptual framework through which she is testing concepts which may contribute to ICT being integrated into The University of Waikato Bachelor of Teaching Degree Programme so that when students graduate they will have the confidence, knowledge, dispositions and skills to use ICT as another tool in their teaching practice.

Linda Mitchell
The University of Waikato

Linda Mitchell is an Associate Professor and Associate Director of the Early Years Research Centre at the University of Waikato. She has led several evaluations of national ECE policies, including of NZ's strategic plan for ECE and her current evaluation of the government's ECE Participation Programme. Other recent research is with Congolese refugee families, a review of ChildFund ECD programmes in Timor Leste, and research on culturally responsive pedagogy.

Korohere Ngapo
The University of Waikato

Dr Korohere Ngāpō has iwi affiliations to Hauraki-Ngāti Tamaterā, Ngāti Maru, Ngāti Pāoa, Ngāti Porou and Ngāti Pukenga. Korohere is a senior lecturer at The University of Waikato and is a member of Te Panekiretanga and Te Mata Punenga under the tutelage of Tīmoti Kāretu, Te Wharehuia Milroy and Pou Tēmara. His background in Māori Education includes teaching at Hamilton's Fraser High, Waikato Diocesan for Girls, Tōku Māpihi Maurea Kura Kaupapa Māori, Te Kura Kaupapa Māori o Te Ara Rima, and Te Wharekura o Rākaumanga. He currently works with Māori students at The University of Waikato wanting to teach in Māori immersion, or bilingual in primary, secondary and Masters programmes. He is also involved in the revitalisation of te reo Māori and tikanga in the Hauraki region where he teaches monthly reo and tikanga wānanga classes and was the first to publish his PhD in te reo Māori at The University of Waikato.

Vanessa Paki
The University of Waikato

Vanessa is a Lecturer in the Department of Human Development and Counselling at the University of Waikato. Vanessa is currently researching in the area of transitions through a number of projects. Her research interests is Māori perspectives around assessment and curriculum in early childhood and transitional pedagogies

Sally Peters
The University of Waikato

Associate Professor Sally Peters is an Associate Director of the Early Years Research Centre. Sally has a background in early years education and a particular interest in young children's learning and development. One of her central research interests has been focused on transitions. This has included a Centre of Innovation project exploring 'border crossing' between home, early childhood education and school, a literature review for the Ministry of Education on starting school and a three-year TLRI project with Vanessa Paki and a team of ECE and school teachers. The TLRI project investigated children's learning journeys pre, during and after the transition to school and the practices that support the transition between sectors. Other research interests include 'key competencies' and learning dispositions, young children's working theories and how they make sense of their world as well as earlier work on mathematics in ECE and school.

Helen Rees
Central Kids Rewi Street Kindergarten

Helen Judith Rees has worked at Central kids Rewi Street since 2001 as Head Teacher, before her present position. She has worked for Conductive Education Waikato and many other early childhood services, she has always been interested in inclusion and as part of the research her focus tended to be on developing children's learning dispositions, and the notion that she would be able to support and see a connection happening, that was not only part of a child's life, but would travel and become continuous.

Since being involved in the research she has learnt that children's learning dispositions are most definitely connected to the key competencies, sometimes in a fragile way and that all learning at some stage is transferable.

She has many hobbies outside work presently it is her horse "Steel". She loves the challenges, physically and mentally that horses bring to her life, and how the learning from horses can be transferred into other areas of her learning.

She has a Diploma of Teaching, Waikato University, a Bachelor of Education and also a master's paper in Special Education.

Phylcia Tan
Learning Links

Phylcia Tan is a qualified early childhood teacher with seven years experience in the industry. She has experience in various different centres and ages as well as a fixed term appointment of centre manager. Leader currently of a infants' room and passionate about transition at all ages. She has been a part of the research program for TLRI for the last two years contributing to observations and research gathering in the 'Learning Journeys' project

Maretta Taylor
The University of Waikato

Maretta has a Bachelors degree in Social Science and a postgraduate diploma in psychology from Waikato university. With an interest in cognition, learning and research she joined the Wilf Malcolm Institute for Education Research in 2010 as a research assistant. She has been involved in ongoing projects for the ministry of education, supported other research within the faculty of education as well as assisting Sally Peter's and Vanessa Paki's Learning Journeys TLRI since 2012.

Scottish Team

Aline-Wendy Dunlop *University of Strathclyde*

Aline-Wendy Dunlop is Emeritus Professor in the School of Education, Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, Scotland. She is the Scottish Co-ordinator for a European funded International Research Staff Exchange Project on Educational Transitions and Chairs Autism Network Scotland. She was awarded an MBE in June this year.

In her new 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 has a number of recent transitions publications (2013, 2014).

Now a grandmother several times over, and with a new grandchild recently born in Australia, her new work-life balance allows for family time, travel, and the much loved hobbies of pottery, the arts, walking, film and reading widely. She believes passionately in the importance of the Early Years in Scotland.

Rob Mark *University of Strathclyde*

Rob Mark is currently Head of the Centre for Lifelong Learning at the University of Strathclyde, Glasgow, Scotland. The Centre has approximately 8,000 students studying a wide range of subjects relevant to the needs of adults in the post-compulsory sector. The Centre offers a growing number of distance learning students who study using technology enhanced methods of delivery.

He has also worked as a schoolteacher, in the further and higher sector and in the community education sector and as a volunteer in adult literacy and in the prison service. His research interests are largely in the field of European Lifelong Learning, access to higher education and the education of disadvantaged groups. He is currently researching the age-friendly university. He has been extensively involved with European Lifelong Learning projects and organisations and is also editor of the *Adult Learner Journal* (Ireland) & board member of the *Australian Adult Learning Journal*.

As part of the POETS project at Strathclyde, he has been involved in researching the role and influences of families and peers on children's learning and in particular the role of older adults. This work is ongoing with support from the Learning in Later Life Students' Association through its research and development group. The Student's Association has approximately 900 members and recently celebrated its 25th birthday. He looks forward to sharing some of the results from this student research project with you.

Helen Marwick *University of Strathclyde*

Helen Marwick is a developmental psychologist, and Senior Lecturer, who lectures on autism and on child development 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 in a number of school settings across Scotland.

Helen is a member of international research groups investigating neurodevelopmental disorders and social communication. Helen is a regular invited addressee and keynote speaker at international conferences.

Swedish Team

Pernilla Kallberg
Mälardalen University

Pernilla Kallberg is a part time PhD student and her research interests include conditions for social relations in the transition to formal school in a Swedish context. She also teaches, mostly preschool teacher students, in practicum in the teacher education.

Gunilla Sandberg
Mälardalen University

Gunilla Sandberg is working as a senior lecturer at Mälardalen University in Sweden. Her work includes teaching and supervising in the education programs for special needs teacher education. The recently completed thesis for her PhD aimed to deepen the understanding of different children's transition to school, with a special regard to participation, literacy and special needs. The themes of my thesis will be further elaborated through my current research conducted within the Swedish POET-group's research projects (POET, **Pedagogies of Educational Transitions**).

Anette Sandberg
Mälardalen University

Anette Sandberg is a Professor of Education at the School of Education, Culture and Communication. She has been responsible for the Early Childhood Education Group since 2006 at Mälardalen University. She has done research on preschool and school during many years