Making Research and Practice Connections: what does this mean for Transition to School in Scotland?

SSELC Event, Trades Hall, Glasgow – 4th March 2020

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Synopsis

- The importance of the first five years
- Emerging Themes from early childhood research and practices internationally
- Relating emerging themes to current national policy developments, current research and practices here in Scotland
- Emerging themes and transition to school
- Evidence and Action: Child perspectives
- Evidence and Action: Practitioner perspectives
- Evidence and Action: Parent perspectives
- Relationships, interactions and quality of experience as tools for change in the transition to school.
- Key words: proximal processes, children, families, practitioners, SSELC

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The first five years (almost)

- Babyhood to school entry (a newborn photo and an ELC leaving photo) heading up some key points
- Attachment, attunement, change, learning and development communicative responsiveness
- Moving on to the next phase – adults being ready (by acknowledging and preparing what change brings for children and families)

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The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate AERA 2020

(American Educational Research Association)

*NAEYC 2020

- Teaching with Purpose
- Leading with Excellence
- Preparing and Engaging Professional Learners
- Creating conditions for success

- Arts, Assessment, Early intervention, Curriculum theories and approaches, Language and Literacy, Play, Learning environments
- Diversity and Equity, Family Engagement, Men in Early Childhood, Professionalism Leadership and Ethics
- Educator/Teacher Preparation
- Professional Development
- Advocacy/Public Policy
- Community Partnerships
- Standards
- State Systems

*National Association for the Education of Young Children (USA)

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NZARE
EECERA
SERA EYN

New Zealand Educational Research Association

Scottish Educational Research Association (Early Years Network)

European Early Childhood Education Research Association

NZARE

- Knowledge translation in practice – bridging the gap
- Knowledge rich curriculum design
- Hearing Children's Voices
- Connecting mathematical practices across ELC & School
- Transitions to school supporting the journey
- Defusing conflict in ECEC
- Gender: new/old issues
- Children's social behavior and gender
- Data informed teaching

SERA EYN

- Practitioner Identity
- Gender Heteronormativity
- Pedagogies
- Love-led practice
- Children's enacted voice
- Curriculum
- Transitions
- Assessment
- Play, Professionalism and Practices

EECERA

- Values and Value Education
- Culture, Community And Society
- ECEC Contexts, Transition and Practices
- Play And Learning
- Supporting Families In Early Years' Settings
- Innovative/Alternative Approaches Parent Partnership In Early Years' Settings
- Professionalism & Pedagogues/Educators Role
- National Curriculums In ECEC
- Paradigms, Theories & Methodologies for Working with Young Children
- National & International Research In ECEC
- The Present And The Future Of Child Centred Practice
- The Child And Local Community
- Quality Early Childhood Education The Relationship Of Home Learning
- Environment & Local Community Children's Policy
- The Role Of Families' Cultural And Social Traditions

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Systematic Review of Transitions Studies –

Process & Findings

- Review Process: Title of study and author; key elements of the study; study design and methodological approach; sampling; data collection; main findings; the reporting of results; analysis and interpretation
- Themes: Readiness, adaptation, improvement, key skills, motivation, self-esteem and confidence, dispositional optimism, coping strategies, feelings about going to school, styles of entry behaviour, resilience, identity change,
- Issues: Inequalities in transition, different cultures, family factors, social networks, ...
- Insight into Transitions: as a process, transitions as a way of life, transitions as a 'challenge of living', transitions as commuting, transitions as negotiation, transitions as scaffolding

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Overall transitions themes

- Multiple perspectives on transitions
- History of transitions research
- Peer play and peer relations
- Parental and family transitions
- School readiness
- Evidence over time matters: Longitudinal studies
- Transitions for children at the margins
- Transitions, inclusion & diversity
- Children's learning journeys- trajectories
- Co- constructing transitions
- Transitions and pedagogy
- Transitions and age of school start
- Changes in view of self: as a learner, as a friend , as someone to play with
- Identity as a school child
- Wellbeing, resilience, transitions capital, transitions networks, transitions ease
- Transition and disadvantage
- Transitions and policy

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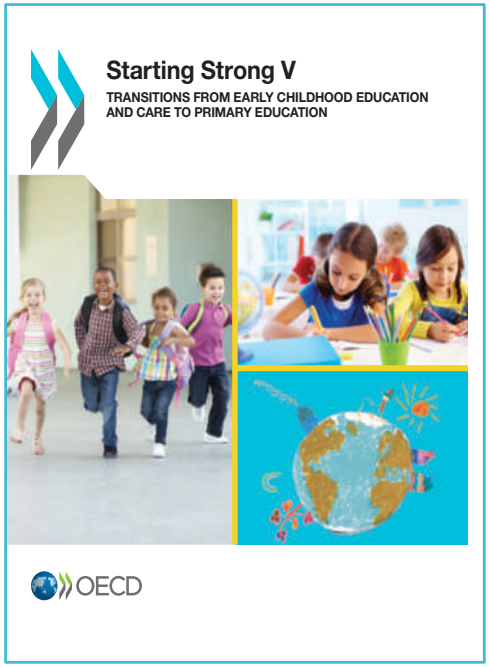
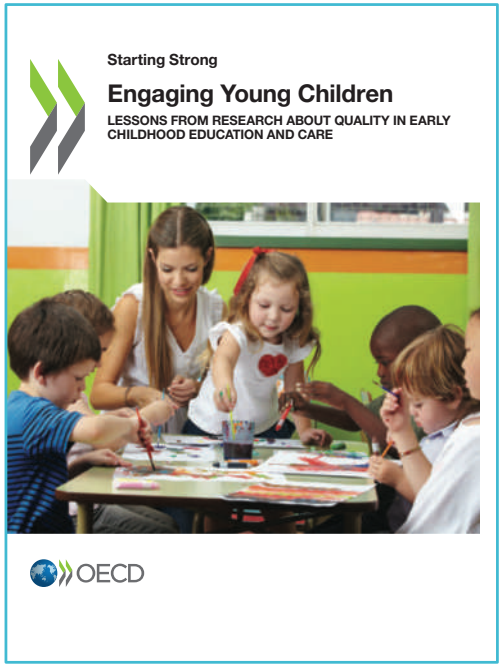
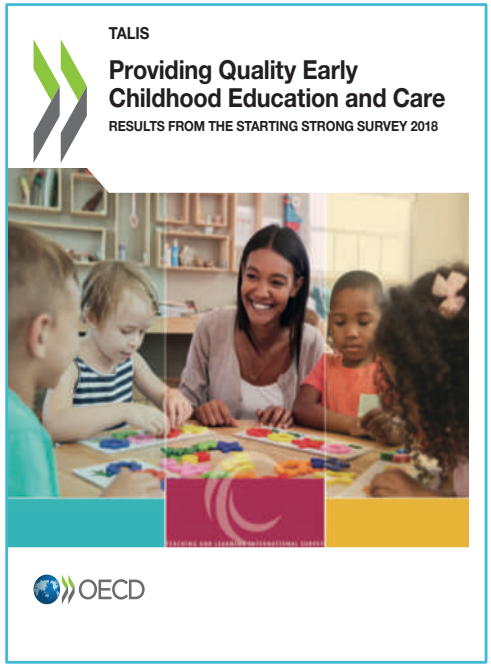
Insights from early childhood research, policy and practices internationally



2017

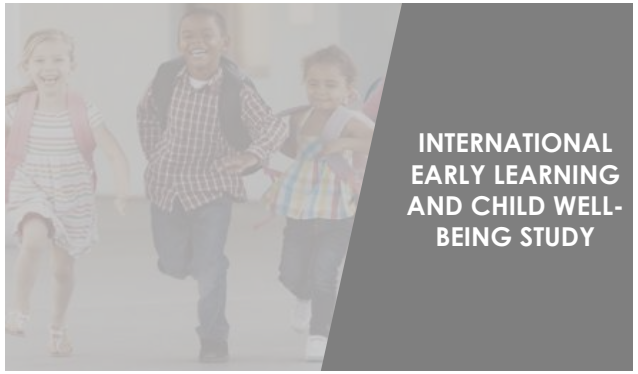


2018



2019

Quality
Interactions
Leadership
Workforce
Structural
Governance



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Early Childhood Assessment: two differing perspectives

Elements

Emergent literacy
Emergent numeracy
Self-regulation
Wellbeing

Improving Measurement to Enhance Services and Systems for Our Youngest Children
Elizabeth Shuey OECD

- Develop a **common language and framework** to foster quality as part of growing government commitments to early childhood
- Help countries **learn from each other** to improve children's early experiences and outcomes
- **Improve** equity in children's outcomes and overall well-being
- 5-year-old children in officially registered ECEC settings and/or schools – Their parents and teachers/staff in USA, England, Estonia

Early Childhood Assessment – What early childhood educators need to know about testing and accountability
Samuel Meisels, University of Nebraska

- Tests used for high stakes change what is taught
- Accountability should be concerned with what is taught and what is learned, not with rewards and punishments
- Standards are best thought of as benchmarks, not thresholds
- Understanding the child within context is key to understanding the child.
- ***The best way to improve a child's performance is to teach the child, not test the child.***

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Key messages

- Towards smooth transitions from early childhood education and care to primary school
- The organisation and governance of transitions
- Professional continuity
- Pedagogical continuity
- Developmental continuity
- Value added
- Policy pointers

- A successful transition experience at this stage is likely to influence whether or not they can develop their full potential, and their ability to cope with future transitions.
- **(OECD,2017:13)**
- Quality transitions that are well-prepared and child-centred, managed by trained staff collaborating with one another, and guided by an appropriate curriculum, enhance the likelihood that the positive impacts of early learning and childcare will last through primary school and beyond
- **(OECD, 2017:19)**

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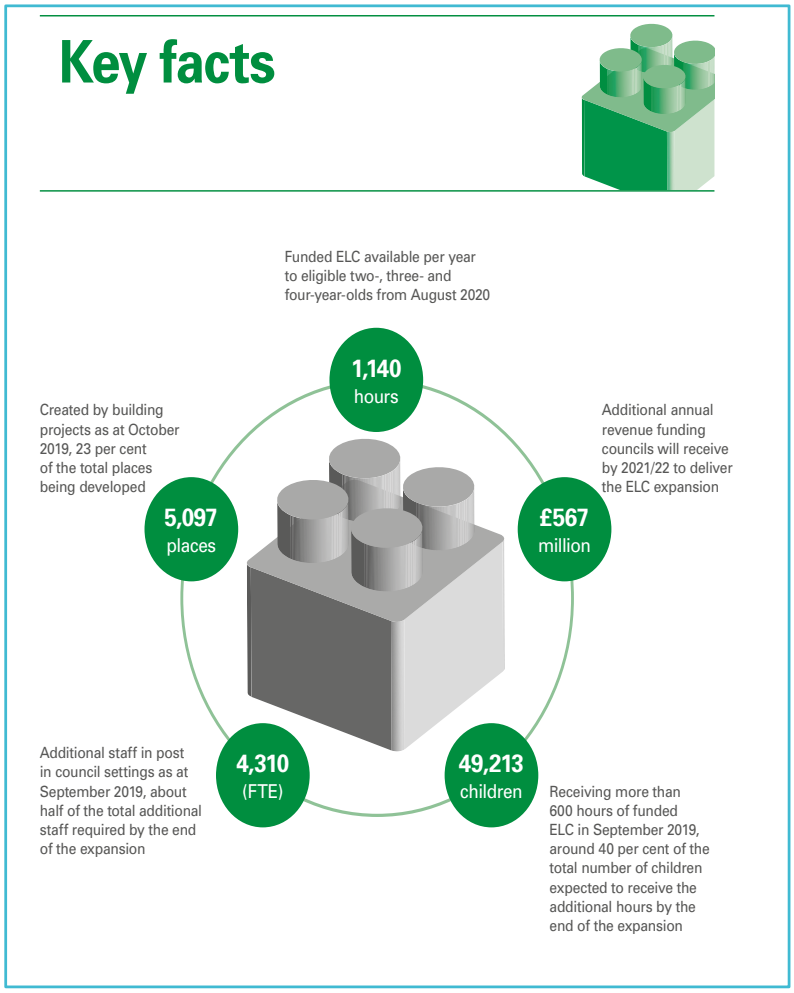
Relating emerging themes and current policy developments in Scotland



- The Blueprint for 2020 is an ambitious and positive development
- Staffing and infrastructure are on track but still in development
- An expanded system may bring additional transitions for children and families

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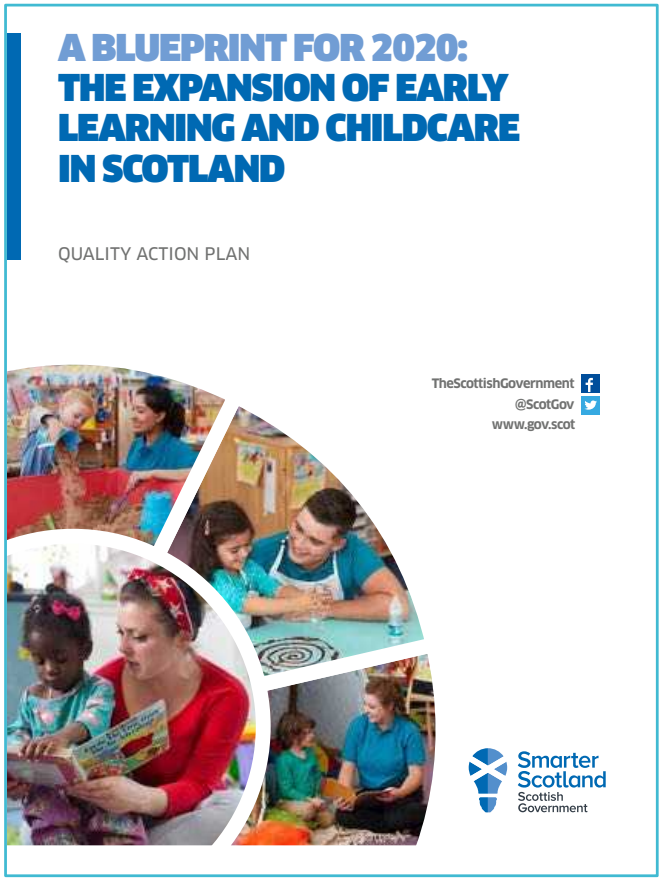
Three key documents



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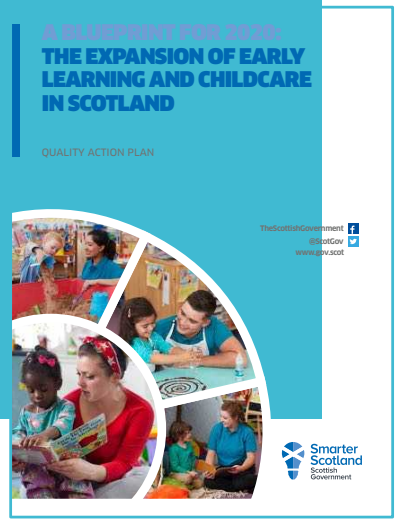
Making connections

Blueprint for 2020 Quality Action Plan



TRANSITIONS THAT ARE WELL MANAGED

- In an ELC setting there are several transitions we expect a child to manage, from: home to the setting; person to person; setting to setting; outdoors to indoors and ultimately from ELC to primary school. It is essential that all of these are handled sensitively, inclusively and positively.
- Building the Ambition is already strong on the importance of transitions and pays particular attention to the needs of the eligible two year olds when considering transitions *within* the setting. As part of the refresh of the National Guidance on Pre-birth to Three and Building the Ambition, we will strengthen the guidance on supporting children when they make the transition from home to ELC.
- We know that in some cases primary schools are supporting transitions by embedding early years specialists in Primary 1. As stated in the 2017-18 Action Plan, we will identify and share examples of how, through the Scottish Attainment Challenge, schools are supporting transitions from ELC to primary school using Attainment Scotland Funds.
- CfE early level, covering children from age three, should ensure that children's wellbeing and learning is supported in a continuous and progressive way across ELC settings and into primary school. Curriculum for Excellence benchmarks were published during 2017 to provide clear statements about what learners need to know and be able to do to achieve each level in CfE, including the early level by the end of P1 (for most children).
- The expansion in ELC is likely to result in more variation in patterns of attendance at ELC (different drop-off and pick up times) and might also increase the use of multiple settings (involving multiple providers across the day/week). The latter might include not only different settings providing the funded hours about also 'top-up' or 'wrap around' care. Sharing information about children's needs and interests and tracking their progress across the curriculum will therefore have to be carefully managed. We will therefore include a module in the national programme of CPL on how to collaborate in tracking, monitoring and planning across the curriculum.
- Blueprint 2020, pages 16 & 17

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Making connections

Principles

- aspirations
- entitlements
- expectations
- participation
- opportunities
- contribution

Recommendations

- Use the six principles in shaping policy and practices.
- Focus on children's and families' strengths, creativity, capability and competence.
- Recognition that attention given to transitions is part of ensuring quality in ELC and early Primary School.
- Confirm child, family and educator participation in transition approaches through mutual consultation and support.
- Include all families in transitions processes, providing appropriate support to ensure equity.
- Leadership and support for educators involved in transitions process, with a particular focus on play, pedagogy, curriculum and reflection.
- Recognition that the transitions that are part of our system can be opportunities and tools for change.
- Continued commitment to the entitlements of children, families and educators during the process of transitions.

https://education.gov.scot/improvement/self-evaluation/scottish-early- childhood-and-families-transitions-statement

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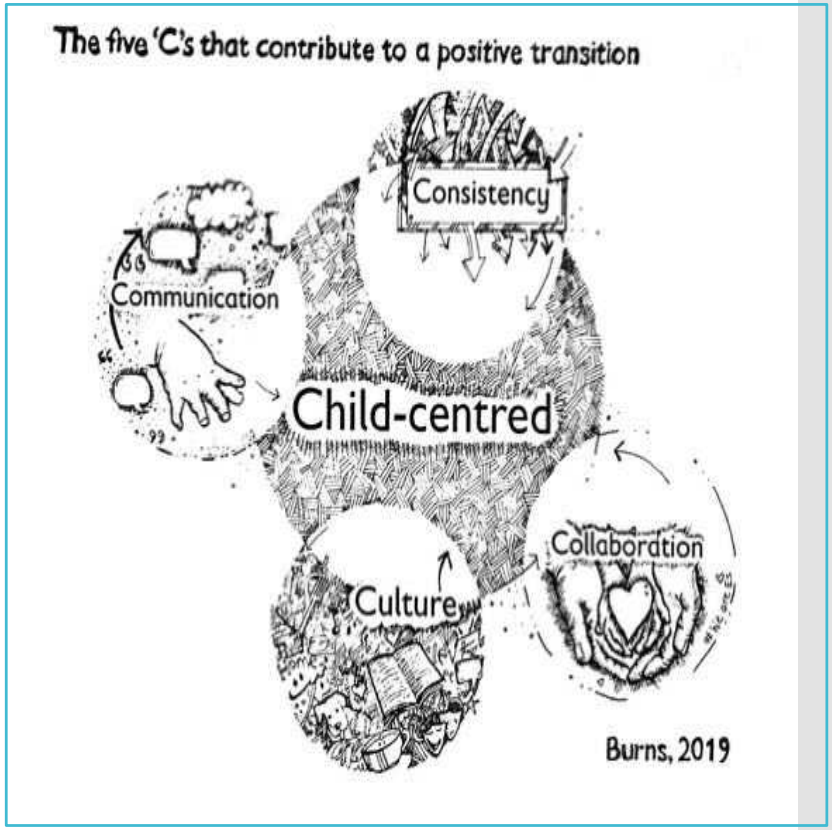
Making Connections

- Evidence tells us that, if our early learning and childcare offer is to help children fulfil their potential and contribute to closing the poverty related gap in children's outcomes, it has to be **high quality**. (RTA, p.9)
- Every time a baby, toddler or young child acts on the world, or interacts with another human, billions of connections between brain cells are being formed, tested and refined (Vértes and Bullmore, 2015). We know from research that early attachment experiences are important for brain development. (p.15)
- O'Connor (2018) suggests, our focus should be on supporting babies and children when they are with us in our settings, to form a secure and emotionally resilient attachment base which will stand them in good stead as they grow and develop. (p.15)
- A young child's development often involves repetition and cycles of actions and interactions. As a starting point, research with young children supports the view that the following dimensions are among the most important aspects of child development, underpinning not just learning but also essential for survival and flourishing: **executive function and self-regulation, communication and language, confidence, creativity and curiosity, movement and coordination**, and **self and social development**. (p.23)



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Children's working theories

Baby crocodiles – "the mum scoops the babies up in her mouth and uses her tail to swim in the water. Harris (aged 4)

Reflections and shadow- "Look I'm three – me, my shadow and a water me" Liam (aged 3)

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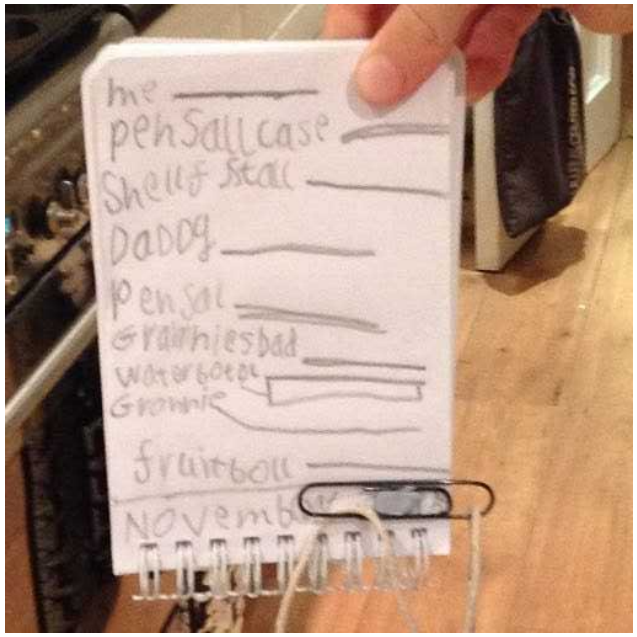
Development in working theories

- Archie had been learning about weight and balance scales at school. He decided to design his own at home using a straw, rubber bands and paperclips – but the list of items to weigh were all too heavy for his device – after lifting some of the items himself he worked out he needed stronger materials for his design……
- "Working theories are holistic learning outcomes for children, and somewhat more complex than discrete and identifiable knowledge outcomes such as 'can count to ten'. Working theories are a way in which children draw on and apply ideas and understandings accumulated from their personal and social experiences, in order to make sense of their world."
- https://theeducationhub.org.nz/working-theories/



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Block play – increasing sophistication: from age 2 ½ to age 4 ½ to school experiences

- Five photographs shown and discussed –
- A two year old unpacking blocks for the first time – systematizing through sorting blocks into groups of shapes and then lining them up in trajectories
- Large block play in nursery – a big and complex construction of a building
- A poster illustrating learning from block play in a P.1 classroom
- Movie making with a block play 'animal city' and three world leaders, entitled "World Leaders against the Animals" by the above 2 year old turned six and increasingly aware of environmental issues.

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Why transitions research

- The OECD (2006) noted that transitions for children are 'generally a stimulus to growth and development, but if too abrupt and handled without care, they carry – particularly for young children – the risk of regression and failure' (2–3). The time of transition being one of both challenge and potential provides a fascinating site for research into a range of issues and this research can offer important messages for early years practice'.

- Structural continuity
- Pedagogical & programme continuity
- Professional continuity
- Continuity with the home
- (Michelle Neuman, 2002)

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Scottish Transitions Studies

- Lynn McNair
- Marion Burns
- Carol Smith
- Kirsten Thomson

- '*Come let us learn with our children'*: an ethnographical approach to carrying out research *with* young children.
- "Please Miss – I did that in Nursery" Exploratory-Interpretative – contested and unified spaces
- What it is to be in Primary 1 Ethnographic
- Perspectives on transition to school - Nominal group technique

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"The nature of both primary and secondary school start carry long term implications for all children"

Dunlop (2020)

- Temperament and personality generate individual dispositions.
- Role, identity and self- efficacy and status shift at times of transition (Meuss et al, 2012; Ng-Knight et al, 2018).
- A good transition, as identified in this longitudinal study, can bring benefits throughout the school career, provided its impact is sustained on that journey by addressing relationships, wellbeing, children's agency, support, parental participation, teacher collaboration, continuity, discontinuity, a sense of belonging and engagement.
- A good transition is possible – wellbeing and attainment data partially illustrate this, but must be understood in context. Although the qualities of good transitions can be identified, they are not available to all children.
- Consequently new concepts of transitions readiness, transitions ease and transitions capital need to be activated through transitions networks which become tools for change.

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Sharing a "world view"

- The researcher's world-view and sets of beliefs are likely to position them in particular ways towards how they approach their research.
- Rooted in an idea that humans understand each other by watching and listening, and that self-understanding is a reflection of the mirror we hold up to the world, my philosophy is one of meaning making – though observation, exploration and narrative enquiry.
- This ontological position recognizes the complexity of educational experience and the challenge of understanding it.
- So too the importance of relationships, the innate capacity of children, the importance not just of educational culture but primarily of home culture.
- Many observed differences in experiences led me to an interest in how children, families and educators navigate these differences and to reflect upon whether such differences should be the status quo.
- Methodological choices rest on the researcher's ontological and epistemological positions (Waring, 2017).

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Claims made

- Researchers have claimed that a positive first educational transition is important because it sets children up for later school success (Rimm-Kaufmann and Pianta, 2000; Pianta and Kraft-Sayre, 2003)
- High quality ECEC and HLE Are linked to academic profiles at age 16+ (EPPSE-Taggart et al, 2015)
- Primary-secondary transition studies have generated some evidence about transition to secondary which links to later wellbeing and attainment (Riglin, Frederickson, Shelton and Rice, 2013).
- Children's trajectories through life are launched very early and remain very stable after the first two years of school: beginning school is a distinctive life-course transition (Alexander, Entwisle & Olsen, 2014)
- Whether navigating a first transition successfully helps children and young people to cope well with later transitions remains unexplored. Such claims emphasise the potential importance of the first educational transitions and the need for clarification about what is understood by 'transition'.
- Wellbeing and attainment are widely used as proxies for school success.
- Ideas of 'positive' or 'successful' transition remain contested and there is a lack of evidence of the influence of a 'good' transition, if it exists, upon subsequent transitions and later school outcomes and coping strategies.

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Defining transitions: taking a long view

- "We view transitions as occurring when there are qualitative shifts in the individual's self-concept and world view, major life roles, and central relationships." (P.A. Cowan, in Cowan, Cowan, Ablow, Johnson, Measelle, 1992. p.13)
- Bronfenbrenner (2005, p.53) stated that the "developmental importance of ecological transitions derives from the fact that they almost invariably involve a change in role."
- "A time of intense and accelerated developmental demands that are socially regulated" (Fabian and Dunlop, 2002, p.3),

Few 'long-longitudinal' studies focusing on the transitions through nursery, primary and secondary school education

An exploratory-interpretative study of transitions over time (150 children in 6 classes/22 case study children to P7/12 case study children full data until school leaving)

Some examples - family engagement in the journey from nursery until school leaving, and interpretations and explanations for the varied individual wellbeing and attainment outcomes experienced

Consider some implications for people, practices, spaces and systems

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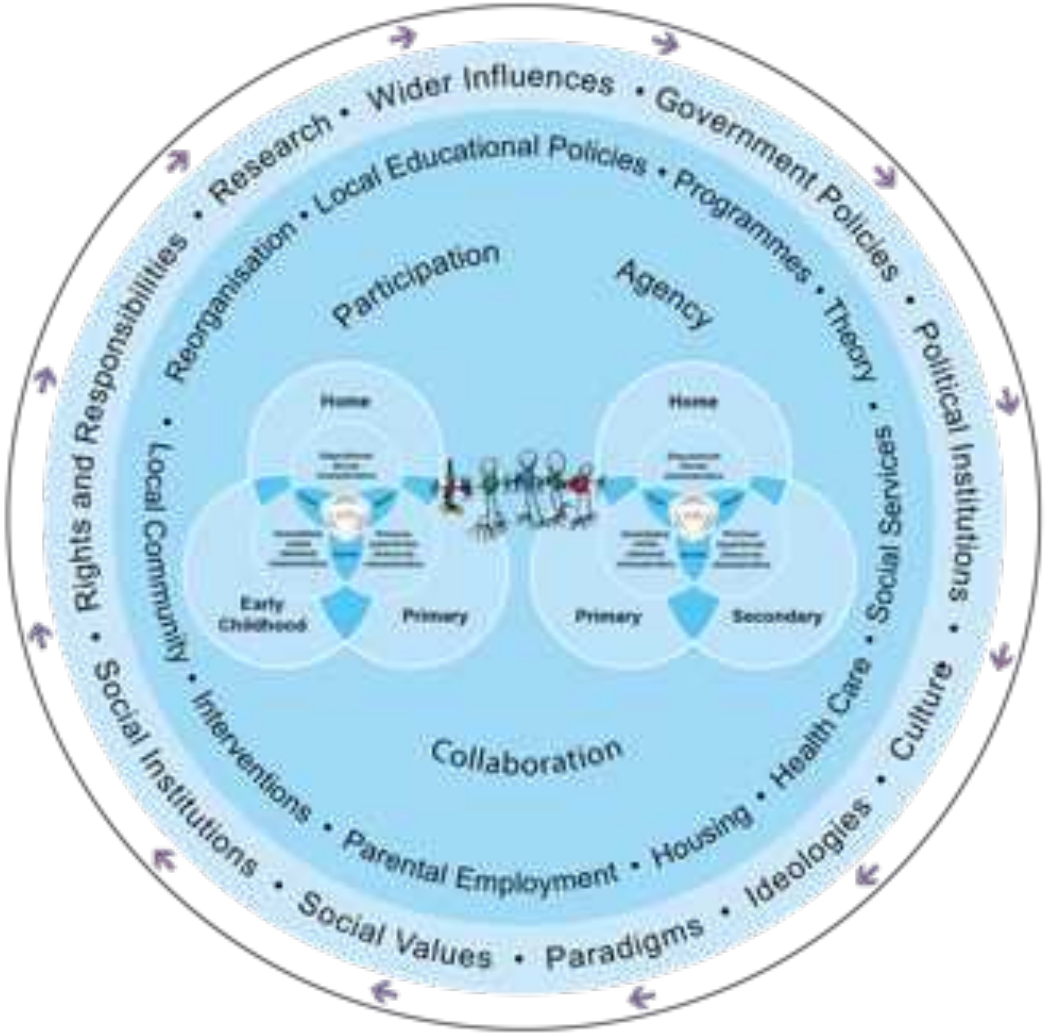
Transitions Framing a socio-bio-ecological model: a hybridization of Bronfenbrenner's 'mature model'

(Dunlop©, 2020)



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Bronfenbrenner's propositions (Person-Process-Context-Time) PPCT

- the resources, life styles, social exchange patterns, belief systems and power to act are embedded into each of these systems a recognition of the various sub-cultures that may influence a person
- each macrosystem is defined by the constituent micro-, meso- and exo-systems
- the belief-systems and expectations held in in one setting about another: these being bi-directional
- the capacity to exert agency over development and therefore to influence it and therefore the imperative to gauge cognitive competence and socio-emotional attributes and to observe and interpret personal characteristics from different viewpoints
- the importance of attributes of significant others to be developmentally-instigative
- an emphasis on relationships and mutual influencing
- wherever possible studies in context should include a contrast between at least two macrosystems
- THEN a "Mature Version"

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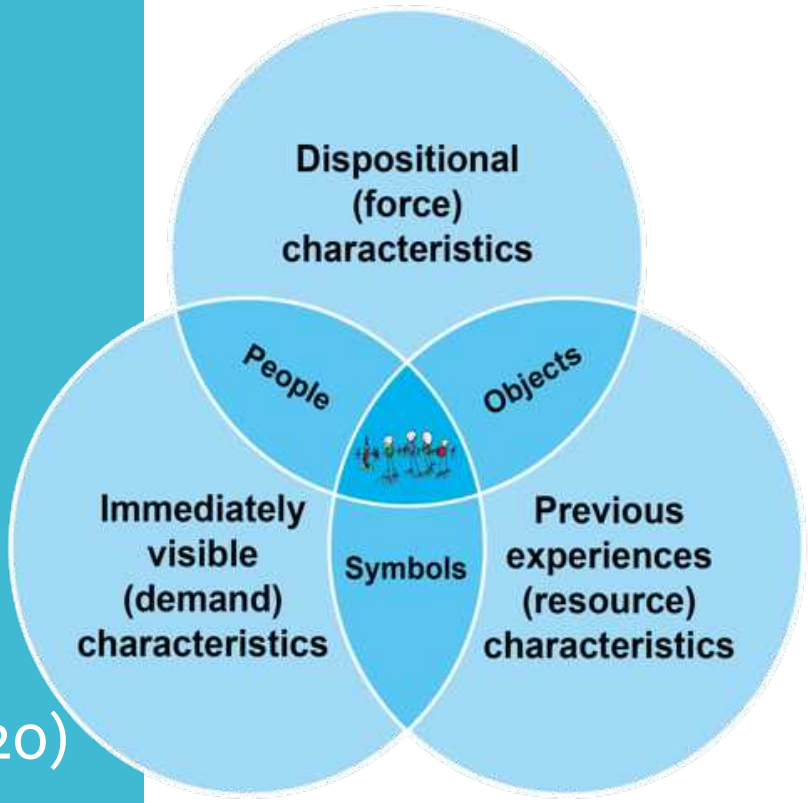
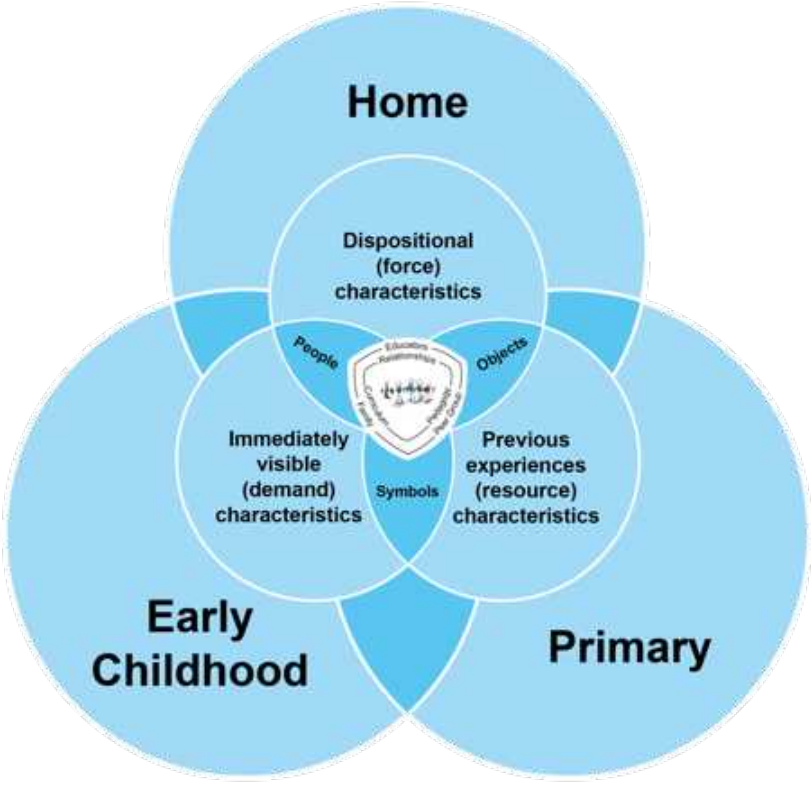
Person
Processes
Contexts
Time

(Dunlop©, 2020)





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Longitudinal Study (Dunlop, 2020)

Research questions

What explanatory factors link individual experiences of school transitions and later outcomes?

What is the day-to-day experience of children in education environments either side of the two major transitions? *(Context)*	What are the perspectives of different stakeholders during transitions? *(Context)*	What is the role of personal attributes, wellbeing and attainment, perceptions of self in educational transitions? *(Person characteristics)*
What kinds of educational and wellbeing trajectories can be identified for the focal children over time? *(Person characteristics)*	How do such trajectories (attainment and well-being) relate to each other at the two major transitions? *(Proximal processes)*	In what ways does the nature of each child's transition experience relate to their educational outcomes at school leaving? *(Over time)*

PPCT Model (Bronfenbrenner & Evans, 2000; Tudge et al, 2016)

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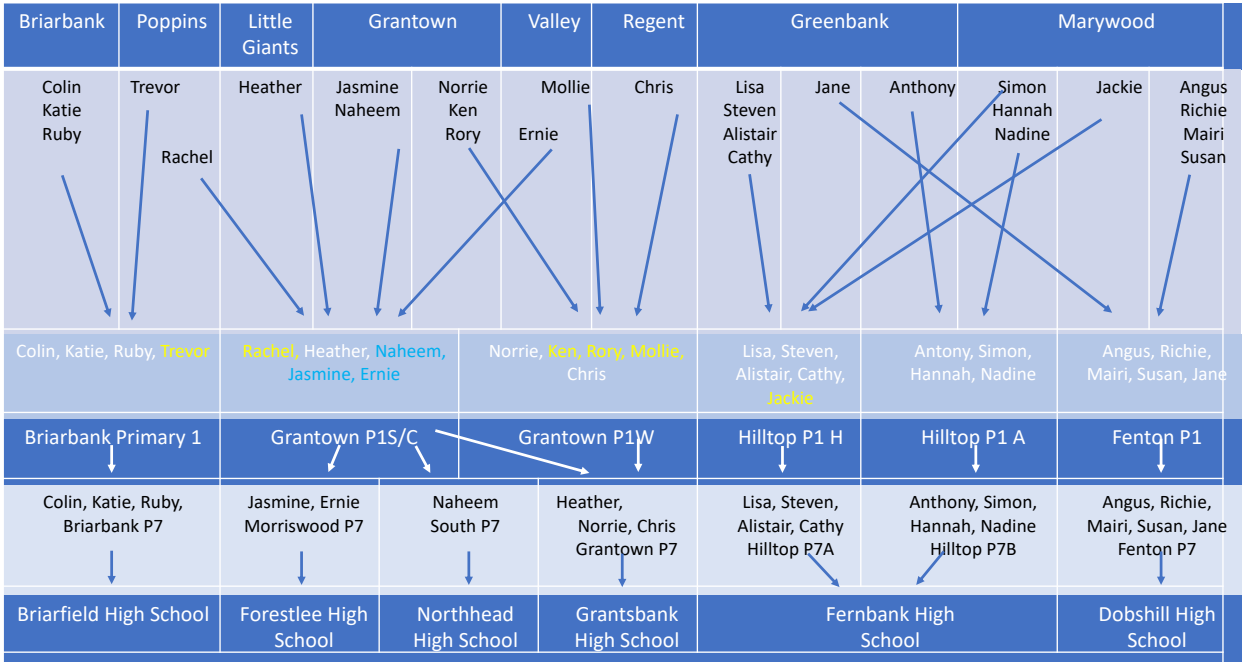
ELC-School Transitions Combinations (28 children + 15 different transitions)

(Dunlop, 2020)



At the start of the study 28 Focal Children were identified from the 151 children starting primary school, of these 22 remained in the Local Authority schools until school leaving at S4, S5 or S6. Six children left for schools in other areas (yellow text) and did not continue in the study, three moved school within the LA (turquoise text) and remained in the study.

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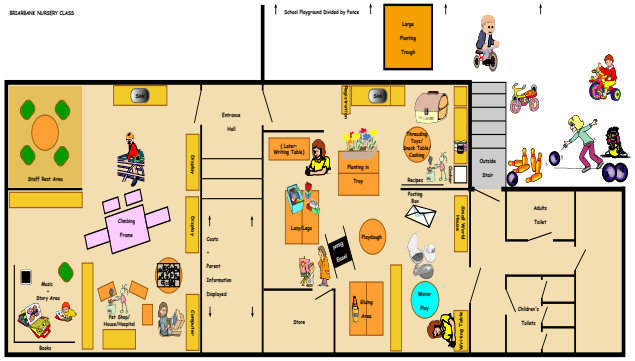
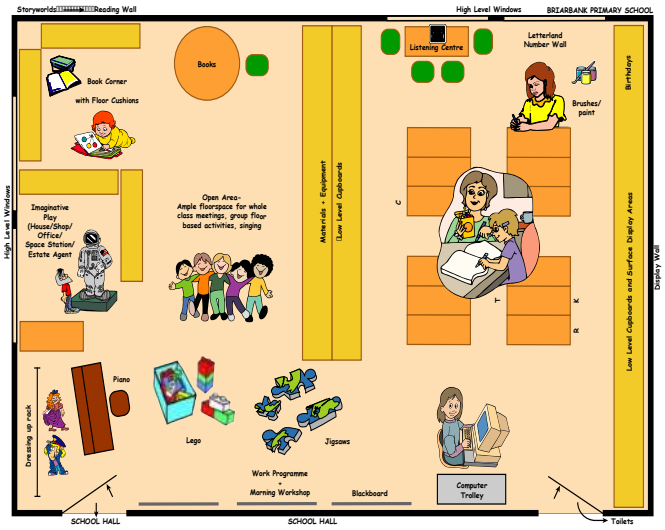
To what extent might environments (using ECERS) at times of transition contribute in the long term:

The Affordances of the environment
Teachers' planning, organization, resourcing and interactions
Children's agency, efficacy and use of the environment
Classroom interaction and ethos
Teacher perspective
Parental engagement
(Dunlop, 2020)



1. Briarbank Nursery Class	Total and average scores		
	Total score	# of Items scored	Average Score
Space & furnishings	50	8	6.25
Personal Care	27	5	5.3
Language-Reasoning	28	4	7.0
Activities	57	10	5.7
Interaction	32	5	6.4
Programme Structure	28	4	7.0
Parents & Staff	29	6	4.8
TOTAL	251	42	6.0



8. Briarbank Primary 1	Total and average scores		
	Total score	# of Items scored	Average Score
Space & furnishings	47	8	5.87
Personal Care	31	5	6.2
Language-Reasoning	28	4	7.0
Activities	47	10	4.7
Interaction	35	5	7.0
Programme Structure	26	4	6.5
Parents & Staff	36	6	6.0
TOTAL	260	42	6.2

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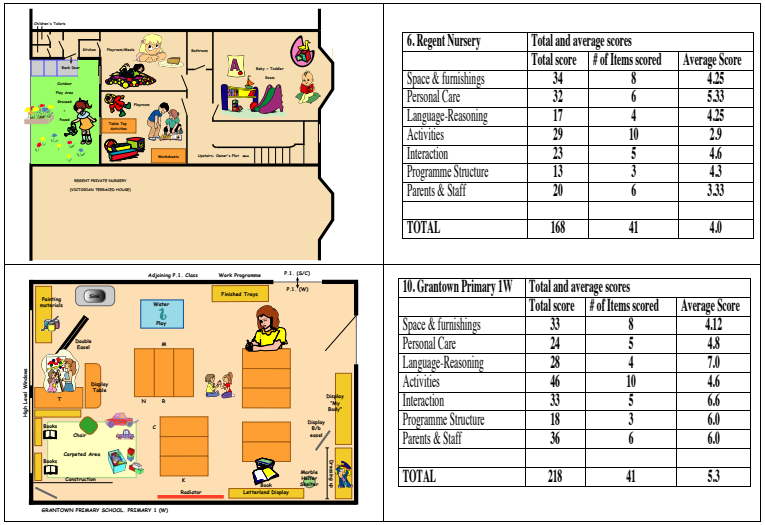
Steven & Chris: Well being & Attainment over time (Dunlop, 2020)



6. Regent Nursery	Total and average scores		
	Total score	# of Items scored	Average Score
Space & furnishings	34	8	4.25
Personal Care	32	6	5.33
Language-Reasoning	17	4	4.25
Activities	29	10	2.9
Interaction	23	5	4.6
Programme Structure	13	3	4.3
Parents & Staff	20	6	3.33
TOTAL	168	41	4.0

10. Grantown Primary 1W	Total and average scores		
	Total score	# of Items scored	Average Score
Space & furnishings	33	8	4.12
Personal Care	24	5	4.8
Language-Reasoning	28	4	7.0
Activities	46	10	4.6
Interaction	33	5	6.6
Programme Structure	18	3	6.0
Parents & Staff	36	6	6.0
TOTAL	218	41	5.3

Attainment over time: Five down, 6 up, one fluctuating
For the "12": Four up overall, 6 down overall, 2 steady
Six up at both transitions (though sometimes low)
For N-P7 (n=18): Seven have upwards trajectories at transition at both major transitions
Four have poorer well being during secondary transition
Four have better well being overall over time
Three have major dips at transition (two had peaked at P7, one had peaked at P2: dyslexia, school refusal history-health and body image related, bullying)

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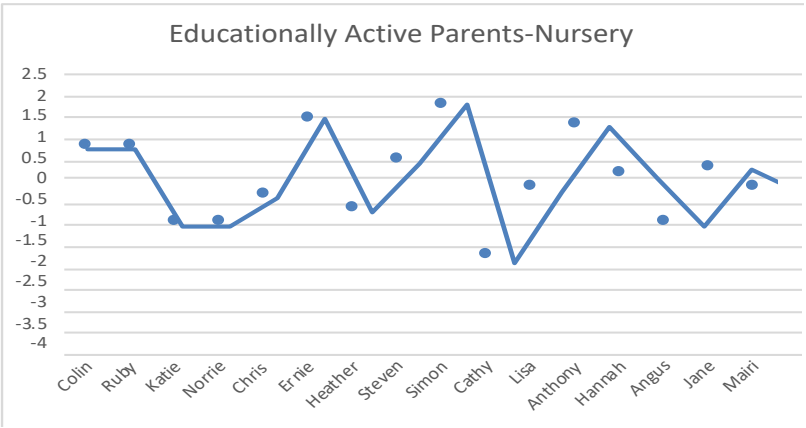
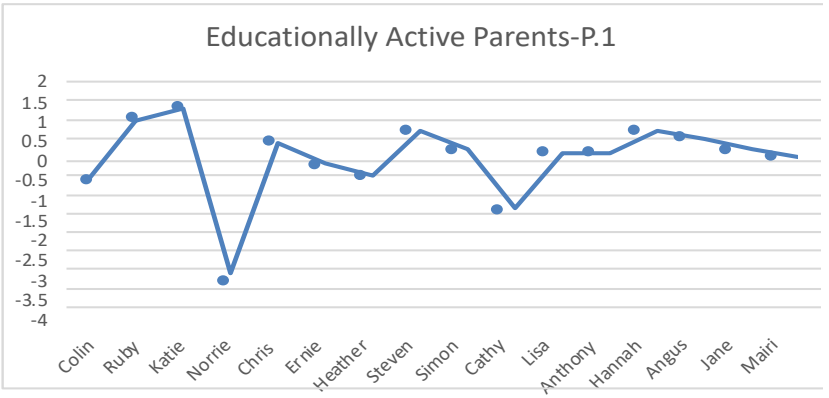
Educationally active parents

Variation in engagement between nursery and P1 (Dunlop, 2020)





Comparison of parents' engagement with their children's education in nursery and primary 1
Based on standardised scores across responding parents

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Parental role

- The importance of the choices parents make are often at their most significant at transition (Reay, 1996),
- Such groups include parents who do not readily relate to the culture of the school as they find it too distanced from their own and who do not fit with the normalisation model of parental involvement which may be dominant in schools (Edwards & Warin, 1999).
- For parental involvement to work positively for children, parent dispositions need to be taken into account, and opportunities for parents to define for themselves what is an appropriate parental role for them to play at transition are necessary (Vincent & Tomlinson, 1997) and relate to how they interpret their child's identity and status as well as their own.
- Choice making and agency of parents (Reay)
- Parents' role construction,
- Parents' sense of efficacy for helping their children succeed in school, and the general invitations, demands and opportunities for involvement that are made by the school

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What do educationally active parents do? Home learning environment

… (Dunlop, 2020)

1. Talking	40. Cross the road	69. Likes jokes/sees the funny side of things
2. Listening	41. Sort the clothes for the washing	70. Relates to how others feel
3. Reading	42. Find both shoes/socks	71. Can draw a person
4. Writing	43. Play in the bath	72. Can write own name; alone/help
5. Stories	44. Get the dishes for tea	73. "Reads" to others
6. Letters	45. Answer e.g. What shall we do tomorrow?	74. Enjoys making marks on paper
7. Book skills	46. Learns new words	75. Knows difference between drawing and writing
8. Drawing	47. Knows the meaning of words	76. Behaves like a writer (left-> right)
9. Painting	48. Looks at pictures	77. Knows that writing tells a message
10. Pretend play	49. Enjoys photos	78. Joins in songs/stories
11. Construction toys	50. Likes dolls and teddies	79. Relates story to own experience
12. Television	51. Dresses up	80. Shows curiosity
13. Jigsaws	52. Knows red jam will stain clothes	81. Caring to others
14. Counting	53. Knows number of fingers and toes	82. Enjoys friendships
15. Colours	54. Knows how many in the family	83. Can suggest what print says (eg in book or shopping)
16. Ride a trike	55. Plays with toy animals	84. Opens book right way up
17. Catch a ball	56. Recognises numbers	85. Knows which is the front of a book
18. Playing with friends	57. Can balance on one foot	86. Recognises own name
19. Self confidence	58. Can hop	87. Copes at the doctors
20. Playdough	59. Can throw a ball	88. Enjoyed visit to school
21. Washing dishes	60. Can somersault/roll over	89. Fusses when left
22. Going walks	61. Can fetch particular vegetables when asked	90. Behaves when asked to
23. Going outings	62. Recognises name	91. Knows how many sweeties are needed so "everyone" has one
24. Shopping	63. Names shapes	92. Is happy at nursery
25. Going in the car/ bus	64. Uses words like in front of/behind	93. Likes going to nanas
26. Going in a train/plane	65. Can build with blocks (up/lateral)	94. Has a favourite story
27. Conversation	66. Share/take turns	
28. Recognising sounds	67. Express own opinion	
29. Knows nursery rhymes	68. Has a special friend	
30. Songs		
31. Choosing what to do		
32. Card games		
33. Recognise the bus number		
34. Use the phone		
35. Switch on the TV to the right programme		
36. Knows the times of day		
37. Put things away		
38. Feed the pet		
39. Choose the right cereal/tins when you go shopping?		

- Values and beliefs within the family
- Expectations of family life
- Being parents
- Family transitions
- Home learning
- Engaging with child
- Engaging with school
- Responding to school reports
- Instigating contact with the school
- Social, cultural capital

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Family Engagement: *Learning and implications for practice*

(Dunlop, 2020)

- Parent to parent networking works
- A need to understand what works in engaging men and boys in learning
- The importance of the home learning environment
- Family based early learning and childcare supports children in transition
- Multiple transitions need new ways of working
- Impact of increased flexibility in early learning and childcare in delivering transition programmes
- Families build up strong relationships with nursery staff but feel they don't get to know the P1 teacher properly before their child starts school., similarly in the transition to secondary
- Relationships are key to transitions – it's everybody's job and we are all responsible for this.
- Parental participation in their child's education influences child outcomes positively
- Transition does not equal 'preparing for the next step' - it's about learning, celebrating and sharing success
- Parents experiences of transition will be very different than what we expect of them to support their children with today
- Social and relational pedagogy should be embedded in transitions. Building relationships should be key.
- Give children and families a voice to co-construct transition practices with practitioners.
- Avoid 'rushed' transitions

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Some findings *(Dunlop, 2020)*

- Children experience considerable variation in pathways to outcomes
- Significant common experiences - environments, relationships, wellbeing and coping *and individual differences* each contribute to the nature of transition experiences
- A 'good' transition hasn't been well defined: it isn't just about continuity and discontinuity, it is also about boundary spaces, it is about agency, wellbeing, parental support, joint creation of meaning in relationship with the first and subsequent important teachers and with peers
- A 'good' educational outcome isn't just about a narrow view of attainment and differs by child
- It is concluded that childhood transitions are in fact also family transitions as the family experiences shifts in the child's identity in preparation for, and on becoming a school pupil, in the child's status, and in their own roles in their child's life.
- There is evidence that educationally active parents enhance their child's first and subsequent transitions to school and support children in the emotional/social and cognitive challenges they face

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Findings *(Dunlop, 2020)*

The quality of the nursery and primary environments influences the nature and quality of children's experiences, learning, relationships, sense of self-efficacy	Parental role is crucial and is the only sustained involvement throughout pupil career A strong and positive relationship with the first teacher is formative, a particular friend can also be influential	Temperament and personality generate individual dispositions. Role, identity and self-efficacy shift at times of transition The social positioning of the family and community continues to be influential
Continuities and discontinuities affect children, vary by child and make a difference Interpersonal relationships matter (Parent-child Parent-teacher Teacher-teacher)	There are a variety of ways to group trajectories from a simple upwards, downwards, to more complex ideas of against the odds, expected, surprising… Well-being and attainment are related, but there are other influences beyond school	A good transition is possible – wellbeing and attainment data illustrate this, but must be understood in context. Elements of a good transition can be identified The nature of school start carries long term implications for all children, but may not be 'fixed'

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Conclusions *(Dunlop, 2020)*

- The main conclusion is that there is such a thing as a 'good transition' but it is not available to all children.
- A good transition, as identified in this study through a range of explanatory factors, can bring benefits throughout the school career, provided its impact is sustained on that journey by addressing relationships, wellbeing, children's agency, parental participation, teacher collaboration, continuity, discontinuity and engagement.
- Early childhood transitions (and subsequent transitions) do count in the longer term.

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Was it worth it? *(Dunlop, 2020)*

- A unique set of longitudinal data: preschool to primary transition; primary to secondary transition; *transitions out of school education*
- A new way of theorizing transitions as a tool for change
- A new iteration of Bronfenbrenner's ecological systems theory
- A comprehensive literature review including a sub set with a focused interrogation of 50 selected studies relevant at the outset of my study, method, results claimed and assessment of contributions to the field of enquiry.
- The concept of transitions trajectories - individual case studies over time which include child, parental and teacher perspectives.
- The identification of key factors in early childhood transition – children's agency, parental participation, teacher collaboration
- The identification of key factors in subsequent transitions - as a coper, as a learner, as a friend
- The capacity to bring some insight into whether the nature of a child's early educational transitions has any bearing on subsequent transitions.
- The notion of transitions capital, transitions ease, transitions networks, transitions readiness
- A concept of pedagogical ambiguities over time
- The unique involvement of transitions research subjects becoming transitions researchers
- Conceiving of transitions as tools for change

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Bridging the old and the new, dipping, rushing, flying by….

(Educational Transitions and Change (ETC) Research Group. (2011).

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