

Transitions In The Early Years Working With Children And Families

Transitions are super fun activities that help any age student shift or move into the next part of the school day in an organized way.

This book provides an important compilation and synthesis of current work in transition to school research. The book focuses strongly on the theoretical underpinnings of research in transition to school. It outlines key theoretical positions and connects those to the implications for policy and practice, thereby challenging readers to re-conceptualize their understandings, expectations and perceptions of transition to school. The exploration of this range of theoretical perspectives and the application of these to a wide range of research and research contexts makes this book an important and innovative contribution to the scholarship of transition to school research. A substantial part of the book is devoted to detailed examples of transition to school practice. These chapters provide innovative examples of evidence-based practice and contribute in turn, to practice-based evidence. The book is also devoted to considering policy issues and implications related to the transition to school. It records a genuine, collaborative effort to bring together a range of perspectives into a Transition to School Position Statement that will inform ongoing research, practice and policy. The collaborative, research, policy and practice based development of this position statement represents a world-first.

Sing your way through difficult times of the day and watch your job get easier! Young children in school go through many transitions throughout the day. What can make ten children settle down, clean up, and move from room to room without protest? Even if you're uncomfortable singing in public, the simple songs in this book will help you glide smoothly through tough transitions such as greetings and good-byes, calling attention, cleaning up, moving, waiting, and slowing down. Children will feel more powerful and in control, reducing stress levels during the more difficult times in your day. You will learn songs that everyone will love singing, including: "Get On Board, Little Children" and "We're On Our Way," which move toe-tapping children in and out of the classroom "Go to Sleep, My Little Pumpkins," which helps kids wind down for naptime "Cleaning Spirit," which acknowledges children as they clean up the classroom Multiple songs for each transition area, a transition planning guide, and lyrics to all 69 songs—formatted so you can easily create your own song cards—are included.

Designed to facilitate professional development and critical reflection in the leadership of services for children and families, this book will enhance the understanding of readers from a range of disciplines and at varying levels of study. Packed with case studies depicting the experiences of children and their families in transition and exploring a wide range of scenarios, the chapters: - explore transitions from a range of perspectives - discuss the value of developing collaborative practice in deepening awareness of children's views and experiences - look at examples of contemporary practice - consider the ethics, policies and law relating to current issues - enrich the reader's understanding of professional responsibility Each chapter contains a chapter overview, a case study and suggestions for further reading. This book is relevant to all practitioners working with young children and their families and to all those studying early childhood. Lyn Trodd is the Head of Multi-Professional Education at the University of Hertfordshire

Starting Strong V

Socioemotional Development in the Toddler Years

Evidence informing practice in early childhood education and care

Debating Continuity and Progression for Young Children in Early Education

A Practical Guide to Supporting Transitions Between Early Years Settings and Into Key Stage One

Transitions to School - International Research, Policy and Practice

Understanding Transitions in the Early Years Supporting Change Through Attachment and Resilience Routledge

Filled with movement activities, games, fingerplays, chants and songs, Teachable Transitions transforms children's transitions between planned activities into pleasurable moments that children look forward to! With its "Ready, Set, Go" format, transitions -become fun, stress-free learning moments.

Perspectives on Transitions in Schooling and Instructional Practice examines student transitions between major levels of schooling, teacher transitions in instructional practice, and the intersection of these two significant themes in education research. Twenty-six leading international experts offer meaningful insights on current pedagogical practices, obstacles to effective transitions, and proven strategies for stakeholders involved in supporting students in transition. The book is divided into four sections, representing the four main transitions in formal schooling: Early Years (Home, Pre-school, and Kindergarten) to Early Elementary (Grades 1-3); Early Elementary to Late Elementary (Grades 4-8); Late Elementary to Secondary (Grades 9-12); and Secondary to Post-Secondary (College and University). A coda draws together over-arching themes from throughout the text to

provide recommendations and a visual model that captures their interactions. Combining theoretical approaches with practical examples of school-based initiatives, this book will appeal to those involved in supporting either the student experience (both academically and emotionally) or teacher professional learning and growth.

- Foreword - List of abbreviations - Executive summary - Overview: Towards smooth transitions from early childhood education and care to primary school - The organisation and governance of transitions from early childhood education and care to primary school - Professional continuity in transitions from early childhood education and care to primary school - Pedagogical continuity in transitions from early childhood education and care to primary school - Developmental continuity in transitions from early childhood education and care to primary school - Policy pointers to improve transitions from early childhood education and care to primary school - Methodology - List of network member contributors to Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education - Glossary of terms

Promoting Cognitive, Social-Emotional, and Self-Regulatory Development

Kindergarten Transition and Readiness

Supporting Young Children Through Change and Everyday Transitions

Transitions and Transformations

Debating Continuity and Progression for Children in Early Education

Routines and Transitions

An increased emphasis on an early start in group day care and educational settings for young children means that by the time children enter statutory education, they may already have had several transitional experiences: each will have an impact. This book explores early transitions from a variety of international perspectives. Each chapter is informed by rigorous research and makes recommendations on how education professionals can better understand and support transitions in the early years. Contributors examine issues such as: Parental involvement in the transition to school Children's voices on the transition to primary school The construction of identity in the early years Readers will be able to draw support, guidance and inspiration from the different writers to scaffold their own thinking and development in relation to children's transitions. Ample opportunities are offered for readers to gain confidence and competence in dealing with the range of people involved in transitions, and to the benefit of everyone, not least the children, whose 'transitions capital' will grow. Informing Transitions in the Early Years is essential reading for early years students, practitioners, policy makers and researchers.

Strong Foundations: Evidence informing practice in early childhood education and care celebrates the progress made by the Australian early childhood education and care profession since the implementation of the Early Years Learning Framework. Recognising this progress, Associate Professor Anna Kilderry and Honorary Professor Bridie Raban lead a team of 34 notable contributors from 13 universities and institutions throughout Australia, who focus on the challenges of access, equity and quality that remain across the sector. With a Foreword by Professor Alison Elliott, Strong Foundations brings together knowledge and insights from research in education, health, social care, child safety, science, mathematics and the arts. The critical importance of health, wellbeing and safety in the first five years of children's lives is reflected in a particular focus on supporting positive lifestyle choices, on social and emotional development and on the role that adults play in keeping children safe. The book addresses policy requirements from the Early Years Learning Framework, the National Quality Standard and Quality Improvement Plans, highlighting links between research and practice, and making connections to the five EYLF Learning Outcomes. With an emphasis on professional practice expectations, Strong Foundations showcases evidence from Australian and international research and provides case studies of early childhood educators applying evidence-informed actions in a wide variety of education and care settings. Strong Foundations translates high-quality, peer-reviewed research into everyday practice and supports early childhood educators in improving long-term outcomes for children, families and communities.

This volume explores the key developmental transitions that take place as 1- to 3-year-olds leave infancy behind and begin to develop the social and emotional knowledge, skills, and regulatory abilities of early childhood. Leading investigators examine the multiple interacting factors that lead to socioemotional competence in this pivotal period, covering both typical and atypical development. Presented is innovative research that has yielded compelling insights into toddlers' relationships, emotions, play, communication, prosocial behavior, self-control, autonomy, and attempts to understand themselves and others. The final chapter presents a systematic framework for socioemotional assessment.

By the time young children enter statutory education, they may have already attended a number of different educational settings, from entry to group settings outside home, to joining playgroup or nursery school. Each of these experiences is likely to affect children's capacity to adjust and to learn. This book focuses on children's experiences of personal and curricular transitions in early childhood. The authors are all academics with international reputations in the field of early childhood education. They draw on their research in Europe, Australasia and the USA to consider issues such as: *the optimum environment and appropriate pedagogy for young children's learning *how children, parents and educators cope with the transition from home to the first educational settings *the ways in which professionals can better support and empower children in transition The perspectives of children, parents and early years educators are all considered and case study examples are used throughout. This book will be essential reading for anyone involved in working with young children and their families, including students on early years courses, early years practitioners and early years policy makers.

Transitions in the Early Years

190 Activities to Move from Morning Circle to the End of the Day

Moving Stories from Around the World

Supporting Change through Attachment and Resilience

Transitions

Supporting Change Through Attachment and Resilience

Have you ever had trouble persuading a group of toddlers to switch from one activity to another? Then this book is for you! A must-have resource for teachers who work with this youngest age group, Simple Transitions offers more than 400 tips, ideas, and easy-to-do activities. This text examines transitions within education - between year groups, key stages and schools - and how they can be managed and supported for the maximum benefit of the pupil.

Moving On to Key Stage 1 offers a series of practical strategies for promoting learning that meets the needs of 5, 6 and 7 year old learners. It challenges some current practices in the the English primary curriculum and asks whether offering more opportunities for play and child-initiated learning alongside teacher-directed activity could offer children of this age a more appropriate balance of learning experiences.

With the new EYFS in its infancy, this practical professional development title will take practitioners through the new policies and provide vital information and practical advice on how to implement it effectively. With their wealth of experience in the Early Years, Ann Langston and Dr Jonathan Doherty have all the expertise to make this an authoritative book that will be useful to anyone involved in Early Years education.

Supporting Children's Well-Being During Early Childhood Transition to School

Transitions and Transformations in Learning and Education

Moving On To Key Stage 1

Machine Habitus

Informing Transitions In The Early Years

A New History of Humanity

This book aims to bring attention to children's experiences of personal and curricular transitions in early childhood from entry to group-settings outside home to joining playgroup or nursery school and on into the early years of formal education. This book presents a comprehensive overview of children's transitions to kindergarten as well as proven strategies that promote their readiness. It presents theories and research to help understand children's development during the early childhood years. It describes evidence-based interventions that support children in developmental areas essential to school success, including cognitive, social-emotional, and self-regulatory skills. Chapters review prekindergarten readiness programs designed to promote continuity of learning in anticipation of the higher grades and discuss transitional concerns of special populations, such as non-native speakers, children with visual and other disabilities, and children with common temperamental issues. The volume concludes with examples of larger-scale systemic approaches to supporting children's development during the transition to kindergarten, describing a coherent system of early childhood education that promotes long-term development. Featured topics include: Consistency in children's classroom experiences and implications for early childhood development. Changes in school readiness in U.S. kindergarteners. Effective transitions to kindergarten for low-income children. The transition into kindergarten for English language learners. The role of close teacher-child relationships during the transition into kindergarten. Children's temperament and its effect on their kindergarten transitions. Kindergarten Transition and Readiness is a must-have resource for researchers, clinicians and related professionals, and graduate students in child and school psychology, educational psychology, social work, special education, and early childhood education.

Making the routines and transitions constituting over 50% of the childcare day a quality learning experience.

Explaining the importance of supporting children through change for their wellbeing and social and emotional development, this practical guide gives early years practitioners and parents the tools to help children cope with change and everyday transitions. The book looks at different types of change that children can encounter, such as moving homes, new siblings, starting school, bereavement and divorce, and gives advice on best practice for early years practitioners and parents. With ideas and activities that can easily be implemented, this book is the ultimate handbook for supporting young children through changes big and small.

International Perspectives on Making Schools Ready for Young Children

A Guide for Early Childhood Professionals

Practical Strategies for Practitioners and Parents

Understanding Transitions in the Early Years

Improving Transition from the Early Years Foundation Stage

The Dawn of Everything

This volume explores transitions at all stages of educational progression, across a variety of countries and schools. It helps readers understand how the social and emotional processes that individuals undergo during transitions enable or hinder learning, and how lessons learned from one country can be adapted for other educational systems.

"This book examines evidence-based practices and approaches that fully support a child's well-being during transition periods in early childhood. It serves as a resource to rethink contemporary transition theoretical models, research studies, and applied practices"--

Transitions in the Early Years is the ultimate guide to how young children cope emotionally and physically with transitions between key stages and various settings. This handy resource: Includes a clear outline of what transition is, with links to the EYFS framework; Explains the importance of a key person approach, how to develop the physical environment and how to best work with families during transitions; Features case studies focusing on a variety of practitioners in different settings; Supplies resources that support auditing provision and future practice; Provides examples of transition policies and opportunities to reflect on these.

We commonly think of society as made of and by humans, but with the proliferation of machine learning and AI technologies, this is clearly no longer the case. Billions of automated systems tacitly contribute to the social construction of reality by drawing algorithmic distinctions between the visible and the invisible, the relevant and the irrelevant, the likely and the unlikely – on and beyond platforms. Drawing on the work of Pierre Bourdieu, this book develops an original sociology of algorithms as social agents, actively participating in social life. Through

a wide range of examples, Massimo Airoidi shows how society shapes algorithmic code, and how this culture in the code guides the practical behaviour of the code in the culture, shaping society in turn. The ' machine habitus ' is the generative mechanism at work throughout myriads of feedback loops linking humans with artificial social agents, in the context of digital infrastructures and pre-digital social structures. Machine Habitus will be of great interest to students and scholars in sociology, media and cultural studies, science and technology studies and information technology, and to anyone interested in the growing role of algorithms and AI in our social and cultural life.

All Change!

Easy Songs for Smooth Transitions in the Classroom

A holistic perspective

Toward a Sociology of Algorithms

The Revised EYFS in practice

Working with Children and Families

This book highlights the key qualities which adults should seek to foster in children, to facilitate their current transitions and prepare them for the future. The author underlines the importance of listening to children from birth onwards, if we are to offer the kind of caring and educative environments that will best support their well-being. The first book in the series Policy and Pedagogy with Under-three year olds: Cross Disciplinary insights and innovations establishes a path for the much-needed examination of the experiences of infants and toddlers in contemporary educational settings across the globe. Bringing together internationally renowned scholars in the field, it starts a series of discussions about the positioning of under-three year olds in contemporary practice and policy contexts. It takes an in-depth look at what this means for our understanding of under-three year olds and those who share their worlds. Featuring some of the most important contemporary topics in this pedagogical domain, such as care, well-being, belonging, professionalism and status, the contributors offer a kaleidoscope of perspectives for contemplating the new normality of very young children living their lives in group-based early childhood settings, and what gives rise to their current realities. It also explores some important policy directions and trends.

There are many transitions that children experience before they are five, including the first major transition from home to an early years setting. Successive changes can have a serious impact on young children and stress, separation and insecure attachments can affect not only a child's emotional health but also cognitive and intellectual development. Featuring new material on provision for two year olds, school readiness, and families and transitions, this thought-provoking text explains why transitions matter and provides practical guidance on how to support young children's developing emotional resilience and equip them to embrace change in the future. Aimed at practitioners and students, this fully-updated second edition: draws together evidence from neuroscience, attachment theory, child development and childcare practices; provides a context for practitioners to empathise with children and families as they relate to their own understanding of the impact of change and transition; looks at ways to reduce the number of transitions including the key person approach, and; offers guidance and practical strategies for practitioners, managers and head teachers for supporting children through transitions. Including case studies, examples of good practice and questions for reflection, Understanding Transitions in the Early Years emphasises the little things that practitioners can do for the individual children in their care, helping them to feel secure and confident when dealing with change.

This book brings a refreshing perspective to preparing students with disabilities and their families for all aspects of independent life. Many of the transitions experienced by younger children set the stage for future changes, yet do not receive the attention they deserve in the literature. This publication offers a strengths-based approach that includes philosophical perspectives and evidence-based practices to assist this vulnerable population with lifespan changes and challenges. Each chapter addresses transitional needs and their assessment, and relevant interventions from the perspectives of an application to schools, families and communities. Multicultural perspectives are integral to all these chapters. The book covers transition from: - home to early childhood education - early childhood education to primary school - primary school to secondary school - primary school to special settings - juvenile justice settings back into the community - school to work - school to further education or training - post-school settings to retirement. Lifespan Transitions and Disability: A holistic perspective is a necessary companion for postgraduate education students and researchers who have an interest in exploring the nature and context of special and inclusive education today.

Supporting Transitions In The Early Years

Teachable Transitions

Educational Transitions

Building Bridges for Children

Informing Transitions in the Early Years

Lifespan Transitions and Disability

The breakneck speed of change in today's societies creates enormous challenges for educational institutions at all levels. This volume explores ways how to manage change in educational processes and contexts, focusing, in particular, on the concepts of transition and transformation. How do we educate a skilled workforce, sensitive professionals and responsive citizens who are able not only to cope with change but also to adopt required roles as agents of change? How do we prepare students and employees to cope adequately with changes and transitions in their careers and personal lives? The first of this book's three sections deals with the conceptual and theoretical aspects of transition, transformational processes and human development. It defines these concepts and examines the ways in which

educational theory and praxis understand concepts of change and development. The second section presents empirical studies that offer differing perspectives on educational transitions, covering the lifespan from early years education to lifelong learning. The third part of the volume focuses on issues of learning and pedagogy and argues that educational practices should change with the changing world. With numerous concrete examples included in the analysis, and with studies taking a range of forms from personal histories to large-scale surveys, this new book is a major addition to the literature in a field that has key implications for our future. The first of this book's three sections deals with the conceptual and theoretical aspects of transition, transformational processes and human development. It defines these concepts and examines the ways in which educational theory and praxis understand concepts of change and development. The second section presents empirical studies that offer differing perspectives on educational transitions, covering the lifespan from early years education to lifelong learning. The third part of the volume focuses on issues of learning and pedagogy and argues that educational practices should change with the changing world. With numerous concrete examples included in the analysis, and with studies taking a range of forms from personal histories to large-scale surveys, this new book is a major addition to the literature in a field that has key implications for our future. The contributors of this book seek to find how children cope with transition from home to the first settings of their education and whether there are ways in which professionals can better support and empower children in transition. There are many transitions that children experience before they are five, including the first major transition from home to an early years setting. Successive changes can have a serious impact on young children and stress, separation and insecure attachments can affect not only a child's emotional health but also cognitive and intellectual development. *Understanding Transitions in the Early Years* explains why transitions matter and provides practical guidance on how to support young children's developing emotional resilience and equip them to embrace change in the future. Aimed at practitioners and students, the book: draws together evidence from neuroscience, attachment theory, child development and childcare practices provides a context for practitioners to empathise with children and families as they relate to their own understanding of the impact of change and transition looks at ways to reduce the number of transitions including the key person approach offers guidance and practical strategies for practitioners, managers and head teachers for supporting children through transitions. Including case studies, examples of good practice and questions for reflection, this thought-provoking text emphasises the little things that practitioners can do for the individual children in their care to help them feel secure and confident when dealing with change.

Transitions to new educational experiences are a universal rite of passage encountered by children worldwide. This volume in the *Educating the Young Child: Advances in Theory and Research, Implications for Practice* series provides early childhood educators with a resource that focuses on the transitions that young children make to early care and education settings, along with the issues that surround this important time in their lives. New experiences, such as the start of formal schooling, mark important and exciting events that also evoke different reactions from children and families. The diverse experiences, traits, and needs exhibited by young children provide early childhood educators with what may be a potentially challenging role. With an international focus, the purpose of *Transitions to Early Care and Education: International Perspectives on Making Schools Ready for Young Children* is to communicate an enlarged view of the transition process in order to appreciate and honor the promise and potential of all children worldwide. Contributors to this volume are a group of distinguished researchers, practitioners, and educators in the field of early childhood education. Their collective expertise is shared with those who are committed to educating and caring for young children and the families they serve.

Transitions from Early Childhood Education and Care to Primary Education

Strong Foundations

Transitions to Early Care and Education

Learning from Research and Practice

Early Years Transitions

INSTANT NEW YORK TIMES BESTSELLER A dramatically new understanding of human history, challenging our most fundamental assumptions about social evolution—from the development of agriculture and cities to the origins of the state, democracy, and inequality—and revealing new possibilities for human emancipation. For generations, our remote ancestors have been cast as primitive and childlike—either free and equal innocents, or thuggish and warlike. Civilization, we are told, could be achieved only by sacrificing those original freedoms or, alternatively, by taming our baser instincts. David Graeber and David Wengrow show how such theories first emerged in the eighteenth century as a conservative reaction to powerful critiques of European society posed by Indigenous observers and intellectuals. Revisiting this encounter has startling implications for how we make sense of human history today, including the origins of farming, property, cities, democracy, slavery, and civilization itself. Drawing on pathbreaking research in archaeology and anthropology, the authors show how history becomes a far more interesting place once we learn to throw off our conceptual shackles and perceive what's really there. If humans did not spend 95 percent of their evolutionary past in tiny bands of hunter-gatherers, what were they doing all that time? If agriculture, and cities, did not mean a plunge into hierarchy and domination, then what kinds of social and economic organization did they lead to? The answers are often unexpected, and suggest that the course of human history may be less set in stone, and more full of playful, hopeful possibilities, than we tend to assume. *The Dawn of Everything* fundamentally transforms our understanding of the human past and offers a path toward imagining new forms of freedom, new ways of organizing society. This is a monumental book of formidable intellectual range, animated by curiosity, moral vision, and a faith in the power of direct action. Includes Black-and-White Illustrations
This title looks at how to support young children during the many transitions they go through in their early education.

This book includes how to: support transitions between the home, childminders, pre-schools, reception classes and Key Stage One, manage stress-free transitions and effective communication.

With his insightful and wide-ranging theory of recognition, Axel Honneth has decisively reshaped the Frankfurt School tradition of critical social theory. Combining insights from philosophy, sociology, psychology, history, political economy, and cultural critique, Honneth's work proposes nothing less than an account of the moral infrastructure of human sociality and its relation to the perils and promise of contemporary social life. This book provides an accessible overview of Honneth's main contributions across a variety of fields, assessing the strengths and weaknesses of his thought.

Christopher Zurn clearly explains Honneth's multi-faceted theory of recognition and its relation to diverse topics: individual identity, morality, activist movements, progress, social pathologies, capitalism, justice, freedom, and critique. In so doing, he places Honneth's theory in a broad intellectual context, encompassing classic social theorists such as Kant, Hegel, Marx, Freud, Dewey, Adorno and Habermas, as well as contemporary trends in social theory and political philosophy. Treating the full range of Honneth's corpus, including his major new work on social freedom and democratic ethical life, this book is the most up-to-date guide available. Axel Honneth will be invaluable to students and scholars working across the humanities and social sciences, as well as anyone seeking a clear guide to the work of one of the most influential theorists writing today.

In early childhood settings, children spend much of their time handwashing, dressing, napping, and on other routines and transitions. Turn these routine daily activities into learning experiences. By using transitions wisely, you not only help children develop skills but also run a more efficient, calm program environment. In addition to discussions on developmental issues, environments, educational values, and hygiene, this book includes examples of games and rhymes that help children accomplish daily transitions with ease. Not just another activity book, *Routines and Transitions* is the most comprehensive review of current theory and practice in this area; an excellent introduction and training manual for new child care staff; and an in-depth refresher course with new insights for experienced caregivers.

Evaluating Transition to School Programs

Perspectives on Transitions in Schooling and Instructional Practice

Axel Honneth

Simple Transitions for Infants and Toddlers

Under-three Year Olds in Policy and Practice

Best Practice for Educational Transitions

*There are many transitions that children experience before they are five, including the first major transition from home to an early years setting. Successive changes can have a serious impact on young children and stress, separation and insecure attachments can affect not only a child's emotional health but also cognitive and intellectual development. Featuring new material on provision for two year olds, school readiness, and families and transitions, this thought-provoking text explains why transitions matter and provides practical guidance on how to support young children's developing emotional resilience and equip them to embrace change in the future. Aimed at practitioners and students, this fully-updated second edition: draws together evidence from neuroscience, attachment theory, child development and childcare practices provides a context for practitioners to empathise with children and families as they relate to their own understanding of the impact of change and transition looks at ways to reduce the number of transitions including the key person approach offers guidance and practical strategies for practitioners, managers and head teachers for supporting children through transitions. Including case studies, examples of good practice and questions for reflection, *Understanding Transitions in the Early Years* emphasises the little things that practitioners can do for the individual children in their care, helping them to feel secure and confident when dealing with change. Transition to school represents a time of great change for all involved. Many transition to school programs have been developed to support positive transitions to school. While these programs have involved complex planning and implementation, often they have not been evaluated in rigorous or systematic ways. This book brings together Australian and international perspectives on research and practice to explore approaches to evaluating transition to school programs. For children, school is quite different from anything else they have experienced. For families and educators, there are considerable changes as they interact with new people and take on new roles. Developing effective transition to school programs is a key policy initiative around the world, based on recognition of the importance of a positive start to school and the impact of this for future school engagement and outcomes. Throughout the chapters of this book, authors from Australia, Germany, Sweden, Ireland and Jamaica share examples of evaluation practice, with the aim of encouraging educators to reflect on their own contexts and adopt evaluation practices that are relevant and appropriate for them. The book brings together the fields of evaluation research and transition to school. A wide range of examples and figures is used to relate research and practice and to illustrate possible applications of evaluation strategies. *Evaluating Transition to School Programs* highlights the importance of multiple perspectives of the transition to school and offers suggestions about how the perspectives of children, families, educators and community members might be included and analysed in evaluation strategies. Other themes throughout the book include the importance of collaboration, respectful and trusting relationships, practitioner-driven inquiry, strengths-based approaches and developing programs that are responsive to context. This book is written for educators and leaders in early years and primary school settings, and will also be of interest to researchers, students and policy makers in the field.*