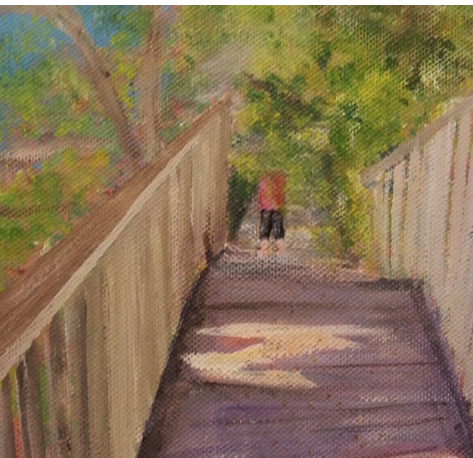




## TRANSITIONS RESEARCH PROJECTS



*All cover art by Fleur Hill in the Painting and Learning ALED205 course. Lecturer Graham Price.*

# Table of contents

---

Table of contents	1
Foreword	2
Transitions	3
Pedagogy of Educational Transitions	5
Learning journeys from early childhood into school	6
“The big step”: Transition into tertiary education for first year Initial Teacher Education (ITE) students	7
Riariakina ō rongo hirikapo: From kōhanga reo to kura	7
Teaching and learning in culturally diverse early childhood settings	8
National evaluation of the Early Childhood Education Participation Programme	9
Continuity of early learning: Learning progress and outcomes in the early years	10
Crossing the border: A community negotiates the transition from early childhood to primary school	12
Vocational and general technology education	13
Transition to online university study	14
“The house speaks: We speak back to the house” – Stories of and reflections on noho marae at Te Kohinga Mārama Marae	14
Intersubjectivities in the first year of transition from home to ECE for infants	15
Chronotopic thresholds as a transitory meeting place	16
Counselling as a post-colonial encounter: Hospitality and ethical relationship	17
Navigating within the Va and beyond	18
Creating meaningful engagement to reduce indigenous child poverty	19
Parent perspectives of children with autism spectrum disorder living in New Zealand transitioning from primary to secondary school	20
Transitions in infant relationships with teachers and peers	20
No longer a bridge too far? A collaborative child’s e-portfolio that weaves together two settings	21
Pathways to the possible: Transition experiences of Māori students from secondary into tertiary education	22
What are the experiences of artistically gifted students transitioning to high school?	22
Exploring teacher transition: The influence of changing class levels on teacher professional learning	23
Delirious constructions: Foreigners, strangers and too strange strangers	24
Some earlier transition studies	25

# Foreword

---

This booklet reports on a range of research initiatives, all with the shared theme of transitions. Research at the University of Waikato focusing on educational transitions goes back more than 20 years and began with Sally Peters' work on transitioning from early childhood settings to school. These foundations formed the basis of the Pedagogy of Educational Transitions (POET) project, bringing together researchers from five countries. Faculty staff involved in this group have, over a relatively short period of time, undertaken some very unique and valuable projects and this publication captures this work, along with other transitions projects in the faculty, which will be of interest and relevance to a wide audience. The Faculty of Education at the University of Waikato enthusiastically supports the POET project. I congratulate all those that have contributed to the production of this booklet. In particular, I wish to acknowledge the vision and leadership of Sally Peters in taking an idea and transitioning it into a reality.



**Professor Roger Moltzen**  
Dean, Faculty of Education

# Transitions

---

Transitions often carry with them a sense of liminality and being on the threshold of new learning or experiences. They are times of possibility and challenge, and some are more consequential than others. Beach (2003) suggests “a transition is consequential when it is consciously reflected on, struggled with, and shifts the individual’s sense of self or social position” (p. 42). There are many ways of theorising and understanding transitions. Over time the field has moved from a metaphor of border crossing to a focus on ‘spaces in between’ and borderlands where the borderland is conceptualised as a space of coexistence. Notions of spaces and borderlands are rich contexts for development and are opening new and exciting spaces for thinking about transitions not only between educational settings but between educational and workplace/ leisure settings, between countries, and between cultures. This booklet sets out some of the ways Faculty of Education researchers, together and with national and international colleagues, are exploring these possibilities, the opportunities they create and how the various plotlines are being taken up and enjoyed.

Faculty research interests in transition span early childhood, schooling and the tertiary education as well as the workplace; they cross the domains of curriculum studies, cultural studies and co-operative education. Interest in transition amongst early years scholars began in the late 1990s, with a study exploring the notion of border crossing for children making the transition to school. Further research in the faculty on the transition from early childhood settings to school has included a focus on dispositional frames and key competencies across place and time as well as working to understand and support transition approaches. Some of this work has contributed directly to curriculum development and policy. Alongside this work faculty researchers have investigated the nature and impact of transitions between primary and secondary schools in general and in the context of particular curriculum learning areas. Faculty have collaborated with colleagues in the Faculty of Science and Engineering to examine transitions between university and the workplace for science and engineering students. A number of staff have investigated the links between student-teacher experience in campus courses and school placements/practicum (see WMIER, 2014).



Through this work faculty researchers have developed and sustained strong and productive research relationships with teachers. In some instances teachers have proposed studies and invited Faculty researchers to work with them (see p. 6, 7 & 12). More broadly, transition studies have been grounded in and developed webs of collaborative relationships with national and international scholars. The five-country Pedagogies of Educational Transition [POET] International Research Staff Exchange Scheme [IRSES] project described on page 5 is a key example of this.

Building on the strong foundations described here, this booklet sets out some of the recent work on transitions being undertaken by faculty researchers. The projects range from transitions for infants through to transitions to university and beyond. There is a growing thread of work on cultural encounters and transitions as well (see p. 14, 17 & 18). The booklet draws together a rich programme of research across a diverse range of projects, some of which highlight implications for transitions even when this is not the research's explicit focus. We are excited by the potential of these studies for developing theory, policy and practice, and by the growing number of student research projects that are helping to take this work forward.

### References

Beach, K. (2003). Consequential transitions: A developmental view of knowledge propagation through social organizations. In T. Tuomi-Gröhn & Yrjö Engeström (Eds.), *Between school and work: New perspectives on transfer and boundary-crossing* (pp. 39-61). Amsterdam, The Netherlands: Pergamon.

Wilf Malcolm Institute of Educational Research (WMIER). (2014). *Teacher education research projects*. Hamilton, New Zealand: Author.

## Pedagogy of Educational Transitions

Research team: This project includes a team of Faculty of Education researchers led by Sally Peters (Royal Society Grant holder) and Vanessa Paki

Partnerships: Mälardalen University, Sweden; University of Strathclyde, Scotland, UK; University of Iceland, Iceland; Charles Sturt University, Australia; and University of Waikato, New Zealand

Funder: Royal Society of New Zealand

Time frame: 2013-2016

*Pedagogies of Educational Transitions* [POET] is a four-year Marie Curie International Research Staff Exchange Scheme [IRSES] programme of staff exchange and networking between three European countries, Australia and New Zealand. The participation of the POET team at the University of Waikato is supported by New Zealand-EU Counterpart Funding administered by the Royal Society of New Zealand.

Each of the participating POET researchers is involved in programmes of research examining pedagogies of educational transition in their own country. POET provides the opportunity to extend their skills and expertise beyond these country projects to pose and address questions at the international, comparative level. From one initial New Zealand project (Peters & Paki, see p. 6) POET has drawn together a range of researchers within the faculty to develop a broad programme of transitions research. Together this work is providing important insights into transitions research, policy and practice.

To date, POET has involved exchanges focused on *Mapping transition research and practice* (hosted by Charles Sturt University, Australia); *Diversity and inclusion* (hosted by Mälardalen University, Sweden); *Indigenous approaches* (hosted by University of Waikato) and *Curriculum and continuity* (hosted by University of Iceland). The indigenous approaches work package at the University of Waikato included an Indigenous Research Conference *Te Kōhao o Te Rangahau* (<http://www.eenz.com/irc14/>) and a symposium on international transitions research for teachers, researchers and policy makers.

In 2015 the focus will be on *Transition journeys* (hosted by University of Waikato) and *Transitions as a tool for change* (hosted by University of Strathclyde, Scotland). The project concludes in 2016 with overall analysis and synthesis hosted at Charles Sturt University, Australia.



Artwork by student Tracey McAlpine in the Painting and Learning ALED205 course. Lecturer Graham Price.



## Learning journeys from early childhood into school

Researchers: University of Waikato: Sally Peters and Vanessa Paki; CORE Education: Keryn Davis; Teacher Researchers from Te Awamutu Primary School, Central Kids Rewi Street Kindergarten, Apakura Te Kakano, Te Totara Primary School and Learning Links

Funder: Teaching and Learning Research Initiative (TLRI)

Time frame: 2011-2014

The *Learning journeys from early childhood to school* project worked in partnership with teacher researchers to explore ways of understanding and enhancing children's learning journeys from early childhood education (ECE) into school. In the process it also became a study of cross-cultural understandings and collaborations. It included the transition between the cultures of ECE and school, each with their own curriculum, history and traditions; between home and education settings; and between the cultures of all involved.

Case studies were undertaken, following the children for up to two years.

Data included parent and community surveys, observations and interviews with teachers, families and children. Data gathering was shaped by an interpretive approach and, although not a Kaupapa Māori research project, given the focus on highlighting the views of groups who were underrepresented in existing literature, particularly those of Māori children and their families, the principles of Kaupapa Māori research described by Bishop (1997) underpinned the project's design.

The findings provide insights into what successful transitions might look like from the perspectives of those involved and how they might be achieved. The teachers also found value in shared 'mini projects' which helped to navigate some of the challenges posed by differences in pedagogy and curricula and the potential to 'talk past each other' which can make cross-sector collaborations difficult. Working on the mini projects, each of which was designed to support transition, provided opportunities for attending to the issues in each setting, developing deep understandings of the others involved and offering nuanced approaches to supporting children and their families.

### Reference

Bishop, R. (1997). Māori people's concerns about research into their lives. *History of Education Review*, 26(1), 25-41.



Artwork by student Tavita Tuilaepa in the Painting and Learning ALED205 course. Lecturer Graham Price.



## “The big step”: Transition into tertiary education for first year Initial Teacher Education (ITE) students

Researchers: Anthony Fisher, Sara Archard, Elizabeth Reinsfield and Simon Archard

Funder: In-house, Faculty of Education project, University of Waikato

Time frame: February–December 2015

This project aims to gain a greater understanding of the challenges students face during their transition to university life. For many of these students, and in particularly those who are school leavers, the transition coincides with a significant period of individual, emotional, social and cultural development as well as a change in educational contexts.

By identifying the challenges facing students, as well as their lived experiences, we hope to gain a better understanding of the supports required to meet students' needs. This will also involve exploring any misconceptions around differing learner identities, philosophical approaches to being an active learner or the need to develop their evolving professional responsibilities. An exploration of these factors may inform and better facilitate future students' transition into tertiary education.

The research question is: What support do students require to enable them to make the transition into tertiary education and to successfully complete their first year of ITE study leading to the completion of their degree?

The study will invite the participation of first year ITE students commencing the early childhood education and primary undergraduate qualification at the University of Waikato in 2015.

## Riariakina ō rongō hirikapo: From kōhanga reo to kura

Researchers: Margie Hohepa (TLRI Grant Holder), Vanessa Paki and Sally Peters

Funder: Teaching and Learning Research Initiative (TLRI)

Time frame: January 2014–2016

*Riariakina ō rongō hirikapo* is a collaborative cross-sector TLRI project based on a partnership involving kōhanga-, kura- and university-based researchers. Our partners are Te Kōhanga Reo o Ngā Kuaka and Tōku Māpihi Maurea Kura Kaupapa Māori. The researchers from the kōhanga are Tere Gilbert (tumuaki), Tirau Anderson and Te Manu Pohatu (kaiako). The kura researchers are Laura Hawksworth (tumuaki) and Dorie Olliver (kaiako).

The project aims to provide important new insights into learning and teaching in Māori-medium settings and into ways of enhancing transitions from Māori-medium early childhood education to Māori-medium classrooms. It focuses on tamariki moving from kōhanga reo to kura classrooms. The overarching research question for this project is: Pēhea rā te āhuatanga me te kōunga o ngā whakawhitinga mai i te kōhanga ki te kura mō ngā tamariki, whānau, kaiako me te hapori?—What do effective transitions from kōhanga to kura look like, feel like, and sound like, for tamariki, whānau, kaiako and the community?

# Teaching and learning in culturally diverse early childhood settings

Researchers: University of Waikato: Linda Mitchell (principal investigator), Amanda Bateman and Amondi Ouko; Pakuranga Baptist Kindergarten: Jacqui Lees and Wendy Xiao; Mangere East Family Service Centre: Karen Matata, Leanne Rapana and Amy Taunga; Carol White Family Centre: Robyn Gerrity and Htwe Htwe Myint

Funder: In-house, Faculty of Education, University of Waikato

Time frame: 2013-2014

Recent research has highlighted challenges for refugees and migrants in accessing ECE services that are responsive to their cultural and linguistic identities and to the contexts of their lives. This qualitative study explored and analysed culturally responsive teaching and learning in three diverse education and care centres: an integrated ECE centre with health and social services and a predominantly Pasifika and Māori community; a centre with a predominantly Asian community; and a centre for children from refugee families with adult learning opportunities alongside. It investigated how teachers in these diverse settings practically implemented their values by drawing on the funds of knowledge and cultural capital of the families they worked with, weaving these values into the fabric of the national curriculum, Te Whāriki.

The study gathered data on teaching and learning practices through documentation and video-recording of intercultural teaching and learning episodes. Through interviews, the researchers found out about the perspectives of teachers and families. Key arguments are that the values embedded within the early childhood centre of dignity and social justice laid a foundation for participants to create a community where they have a sense of belonging and their wellbeing is ensured. The teaching practices were to gradually help children to step out into the next culture while supporting them to learn and retain their own. These practices lay a foundation for confident transitions into a new country, and from home to the ECE centre, school and beyond.

### Publication

Mitchell, L., Bateman, A., Ouko, A., Lees, J., Xiao, W., Gerrity, R.,... Rapana, L. (2015). *Teaching and learning in culturally diverse early childhood settings*. Hamilton, New Zealand: Wilf Malcolm Institute of Educational Research, University of Waikato.

*How do you feel when someone speaks in their own language to you?*

*"When they talk to me sometimes I don't understand, but I can learn it. I have a book you can learn French with"*

Zipporah



# National evaluation of the Early Childhood Education Participation Programme

University of Waikato: Linda Mitchell (principal investigator), Patricia Meagher Lundberg, Sara Archard, Toia Caulcutt, Claire Davison, Telesia Kalavite, Helena Kara, Maretta Taylor and Vanessa Paki

Funder: Ministry of Education

Time frame: 2011-2015

The Ministry of Education's Participation Programme is aimed at supporting 'priority' families to take part in early childhood education and helping early childhood services to meet the needs and aspirations of these families. It is being carried out in low income communities where children have the lowest rate of participation in early childhood education before starting school, and where there are high percentages of Māori and Pasifika preschool children. The evaluation of the programme is a 4-year project, now in its final stage. The evaluation is linked to policy and is formative, aimed at helping the Ministry of Education to understand how well the Participation Programme is working and what can be done to refine and improve it. It is also useful to early childhood services, highlighting issues and challenges for them. Each evaluation stage builds on the other.

Throughout the project mixed methods of survey, interview and document analysis have been used, alongside analysis of Ministry of Education statistics on ECE participation. Data has been gathered from Ministry of Education officials, providers and priority families, and in this final stage new entrant teachers and ECE teachers. This is one of the few New Zealand studies that have found out about the view and experiences of priority families directly. It analyses the barriers and supports experienced by priority families in making decisions and enrolling their children in ECE, and examines some of the key ways in which parents can be supported in their decisions and their children's transitions.

## Publications

Mitchell, L. (2014). Parent decision-making about early childhood education: Reducing barriers to participation. *Early Childhood Folio*, 18(2), 22-27.

Mitchell, L., Meagher-Lundberg, P., Caulcutt, T., Taylor, M., Archard, S., Kara, H., & Paki, V. (2014). *ECE Participation Programme evaluation. Delivery of the ECE participation initiatives: Stage 2*. Retrieved from <http://www.educationcounts.govt.nz/publications/ECE/148513>

Mitchell, L., Meagher-Lundberg, P., Davison, C., Kara, H., & Kalavite, T. (2015). *ECE Participation Programme Evaluation. Stage 3*. Report in preparation.

Mitchell, L., Meagher Lundberg, P., Taylor, M., Caulcutt, T., Kalavite, T., Kara, H., & Paki, V. (2013). *ECE participation programme evaluation. Baseline report*. Retrieved from <http://www.educationcounts.govt.nz/publications/ECE/ece-participation-programme-evaluation>

## Continuity of early learning: Learning progress and outcomes in the early years

Funder: Ministry of Education  
Time frame: 2013-2014

This project had two parts: a Report on the Literature Scan and a Case Studies and Data Collection Research Project in the Field

### Report on the Literature Scan

Researchers: Margaret Carr and Bronwen Cowie (University of Waikato); Keryn Davis (Core Education).

The scan began by setting out three international debates. Debate one (Competence): Which educational outcomes are valued? What educational outcomes should be assessed? Debate two (Community): Who does the assessing? and Who is it for? Debate three (Continuity): What are the time frames? What are the intended and unintended consequences of the outcomes that have been made visible or demonstrated in assessments? Three literature review sections aligned with this structure. Each of these sections were introduced by the big ideas that had emerged from the international debates. Summary conclusions and implications for future practice were followed by 52 pages of abstracts for the references.

The conclusions note that New Zealand has been innovative in this space. The two curriculum documents, the NZ Curriculum (NZC) and Te Whāriki, include dispositions and key competencies as outcomes; the NZC makes an explicit link between early childhood, schooling and tertiary; and follow-on initiatives have developed culturally responsive pedagogies and assessment strategies. The literature had pointed out that valued subject-based and attitudinal educational outcomes are, in practice, closely interwoven. A focus on children's engaged participation in an education practice was seen as a construct that interweaves these outcomes and enables opportunities for agency, self-regulation and communication. The literature scan kept bumping up against alternative theoretical positions in policy and practice – broadly these positions offer different assumptions about what and how young people learn or should learn, and therefore different assumptions about transition to school. Evidence in the literature scan supported the position in a 2011 MoE policy document, and in Te Whāriki, that learning outcomes are situated in relationships and connected to family and community. A number of published research initiatives in New Zealand have supported, and illustrated, close relationships between the early childhood and the school sectors. The value of continued professional support for teachers to implement innovative initiatives is acknowledged.

### Case Studies and Data Collection study

Researchers: Linda Mitchell (principal investigator), Jeanette Clarkin-Phillips, Bronwen Cowie and Maretta Taylor (University of Waikato); Ali Glasgow and Lesley Rameka (Victoria University of Wellington); and Ann Hatherly, Keryn Davis and Louise Taylor (Core Education).

The data collection study used a 'nested case study' approach to gather data from schools and local ECE services that had been identified as engaged in 'thoughtful' practice in the assessment of learning progress and outcomes; and that 'thoughtfully' manage the exchange of information on learning progress and outcomes with parents and whānau (extended family), and with schools at the points of transition. The 8 schools, one kura kaupapa Māori, 18 ECE services and one kōhanga reo were in four mainly low income communities in the North and South Islands of New Zealand.

Data were gathered through interviews with ECE teachers/educators, new entrant teachers and school principals and focus group interviews with parents in each setting. Examples of assessments of learning progress and outcomes that were valued were collected. Photographs of wall displays and other ways of recording or communicating about children's learning were gathered.

A key finding was that the image of the child and of the family is of each party as a valued and knowledgeable contributor to children's learning and assessment. We argued that opening assessment to become a democratic process enables the collaborative construction of trajectories of learning. Continuing research and professional development for teachers aimed at strengthening analysis, extending understanding and working in partnership with the many players in education is warranted.

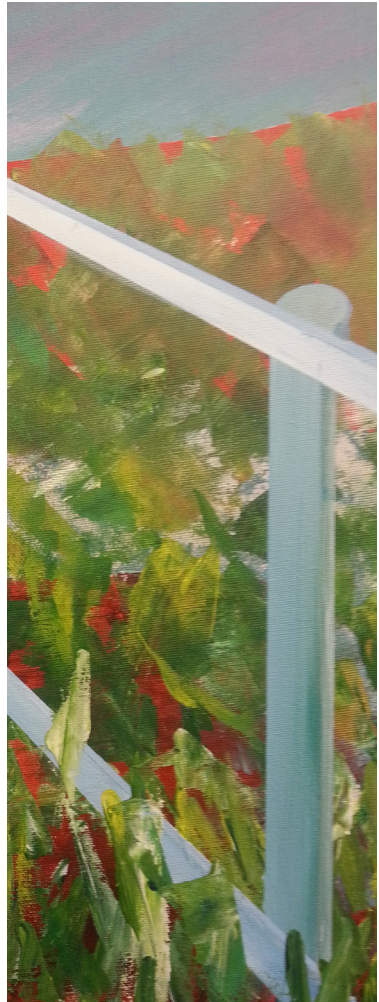
### Publications

Carr, M., Cowie, B., & Davis, K. (in press). *Continuity of early learning: Learning progress and outcomes in the early years. Report on the Literature Scan*. Wellington, New Zealand: Ministry of Education.

Mitchell, L., Cowie, B., Clarkin-Phillips, J., Davis, K., Glasgow, A., Hatherly, A., ...Taylor, M. (in press). *Case studies of assessment practice. Examples from Continuity of Early Learning: Learning progress and outcomes in the early years*. Wellington, New Zealand: Ministry of Education.

Mitchell, L., Cowie, B., Clarkin-Phillips, J., Davis, K., Glasgow, A., Hatherly, A., ...Taylor, M. (in press). *Continuity of early learning: Learning progress and outcomes in the early years. Overview report and data findings*. Wellington, New Zealand: Ministry of Education.

Mitchell, L., & Rameka, L. (2013, November). *Curriculum in action: Communication and using information on children's learning*. Paper presented at the New Zealand Conference on Early Childhood Education and Care in co-operation with the OECD ECEC Network, Wellington, New Zealand.



Artwork by student Shannyn Taft in the *Painting and Learning ALED205* course. Lecturer Graham Price.

## Crossing the border: A community negotiates the transition from early childhood to primary school

Researchers: Carol Hartley, Pat Rogers, Jemma Smith, Sally Peters and Margaret Carr

Teachers at Mangere Bridge Kindergarten, led by Carol Hartley, invited university researchers to work with them on a Centre of Innovation (COI) project (2006-2008). The study built on a history of research by teachers at the kindergarten, which aimed to develop shared understandings between sectors and support children's transitions. The COI research continued the work begun by Peters (2004) to further examine 'Crossing the Border' between early childhood education and school.

The Centre of Innovation Programme was a Ministry of Education funded strategy focused on a deeper exploration of innovative teaching and learning processes already under way in early childhood services (Education Counts, 2015). Three teacher researchers, supported by the two university research associates, developed and researched a range of strategies for supporting children's learning as the children and their families crossed the border between sectors.

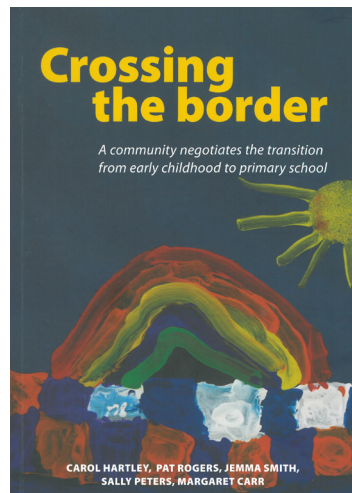
The teacher researchers continued to research their practice after the Centre of Innovation project ended, and were co-authors on a book based on their research: *Crossing the border: A community negotiates the transition from early childhood to primary school* (Hartley, Rogers, Smith, Peters, & Carr, 2012). The impact of this project has been evident through the ongoing demand for the research team (researchers and teachers) as presenters at conferences and to offer professional development.

### References

Education Counts (2015). *COI (Centres of Innovation)*. Retrieved from <http://www.educationcounts.govt.nz/publications/ECE/22551>

Hartley, C., Rogers, P., Smith, J., Peters, S., & Carr, M. (2012). *Crossing the border: A community negotiates the transition from early childhood to primary school*. Wellington, New Zealand: NZCER.

Peters, S. (2004). "Crossing the Border": *An interpretive study of children making the transition to school* (Unpublished PhD thesis) University of Waikato, Hamilton, New Zealand.





## Vocational and general technology education

Researcher: P. John Williams

Funder: In-house

Time frame: 2014

Research on the transfer of learning indicates that transfer is difficult to achieve for many reasons. The mastery of a skill in a school context is no guarantee that the skill can be transferred to a different school context or to a situation outside of school. This is problematic for vocational and general technology education, where the foundational validity for the subject's existence rests on notions of transferability; either the transfer of specific skills and competencies to a workplace context, or the exercise of cognitive skills such as problem solving, critiquing and thinking creatively to a range of situations outside of school.

One framework (though sympathetic to other notions) through which to analyse transfer is that of activity theory, that learning is not really being transferred from one context to another, but that the individual is continually learning through one changing situation to the next or from one activity system to the next, each one increasingly complex. So the ability to move between different activity systems (for example school and workplace) and become active and useful members of each system reflects the ability to transfer knowledge between contexts. While the basis of the analysis of transfer in this view is the system rather than the individual, the unit of analysis is the activity itself, which takes into consideration social and cultural aspects of the setting.

This leads to Beach's (2003) notion of consequential transition in which the application of knowledge is never decontextualized from social organisation. There are parallels here with Vygotsky's notions of social constructivism. The elements of transfer then become the sequence of processes which form the interplay between individuals and social organisations, both of which are dynamic and can be represented by the fluidity of an activity system.



### References

Beach, K. (2003) Consequential transitions: A developmental view of knowledge propagation through social organizations. In T. Tuomi-Grohn & Y. Engestrom (Eds.), *Between school and work: New perspectives on transfer and boundary-crossing*. Amsterdam, The Netherlands: Pergamon.

### Publication

Williams, P. J. (2014). Vocational and general technology education. In P. J. Williams et al. (Eds.), *The future of technology education* (pp. 201-216). Singapore: Springer. doi 10.1007/978-981-287-170-1\_11

*Artwork by student John Kendal in the Painting and Learning ALED205 course. Lecturer Graham Price.*

## Transition to online university study

Researchers: Marilyn Taylor and Andrea Haines

Funder: In-house

Time frame: February–December 2015

Concerns about the transition to tertiary study by mature students selected for online teacher education are often expressed. These anxieties can be centred around what it means to attend “class”, navigating and using a learning management system, and appreciating the demands and time required for academic reading and writing. Such fears can impact significantly on the initial academic engagement and performance (Kelly, 2013). A pilot study implemented in February 2015 is investigating whether voluntary enrolment in a pre-university experience helps to allay these concerns. The impacts of the pre-university course will be analysed and results and implications will be discussed.

### Reference

Kelly, O. (2013, December). *Orienting students to online learning: Going like a dream or still a nightmare?* Paper presented at Electric Dreams, 30th asilite Conference, Macquarie University, Sydney.

## “The house speaks: We speak back to the house” – Stories of and reflections on noho marae at Te Kohinga Mārama Marae

Researchers: Cheri Waititi, Elmarie Kotzé and Kathie Crocket

Funder: In-house

Time frame: 2014–2015

Noho marae offer an indigenous space of learning and for learning. Te Kohinga Mārama Marae is such a space within the University of Waikato, a mainstream institution. Our marae’s name declares its purpose: to encourage the seeking, making, preserving and appropriate passing on of knowledge. The whareni (house), Te Ao Hurihuri, holds a history that connects the university to Tainui, as mana whenua, to all iwi throughout Aotearoa, and to all peoples and their communities. This project focuses on a noho marae for students in the University’s Master of Counselling programme, hosted at Te Kohinga Mārama marae – an annual event. Our research group engaged in an exploratory study with one student rōpū, investigating their immediate responses to hearing the house speak its history and knowledges; and theorising the processes of students coming to know. Students were invited to respond to the stories of the house through the medium of a photograph that has value in their own lives. Making links with the artefacts in the house – such as the pou named Te Aroha, Te Manaakitanga, and Te Whanaungatanga – this project retells students’ accounts of how their hopes, dreams and intentions for their lives and their professional practice were enriched by their experiences of the teaching/learning of the whareni.

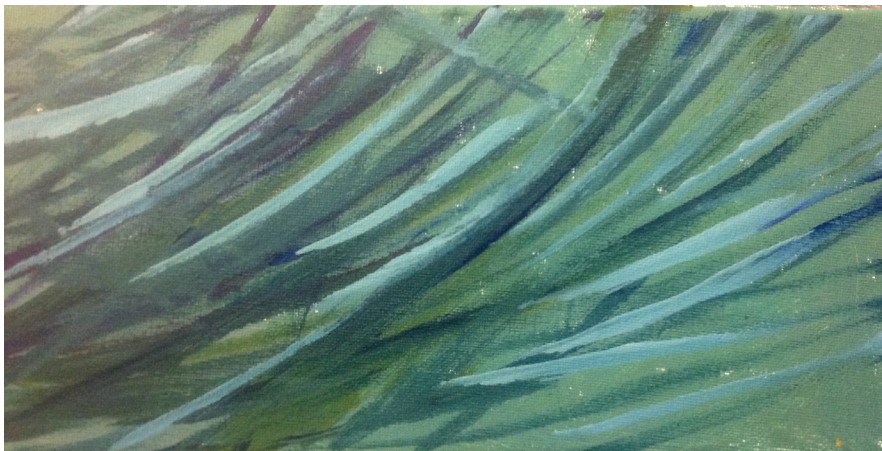
## Intersubjectivities in the first year of transition from home to ECE for infants

Researchers: Jayne White (University of Waikato) and Helen Marwick (University of Strathclyde, Scotland)

Funder: In-house

Time frame: August 2015-January 2017

We are interested in a theoretical emphasis on intersubjectivity as a study of 'personhoods' that encompass individuals as active agents in the social milieu – each of whom brings a complex array of social, educational, political, physical and emotional agendas/expectations to the experience of transition. For infants, this is not only represented by themselves as unique personalities but also by families who make choices concerning the transition and who have developed patterns of interaction 'codes' that are familiar to infants. For teachers, there are also multiple agendas at play and these are likely to be manifest in the intersubjective encounter that takes place in the early years setting. The transition experience of infants is a particularly illuminating event in this regard calling upon subjectivities as mutual and, at times, oppositional encounters at threshold events. Our quest is to understand the complexity of these encounters as diverse intersubjective and alteric experiences within and between individuals, contexts and cultures by examining the beliefs, attitudes and associated interactions that take place during the first months of transition in ECE settings, as meeting places of diversity, and how these are negotiated/managed/encountered. Specifically we hope to target i) the attitudes of teachers and parents pre, during and post the transition experience (how each sees the role of the nursery, the role of the teacher, the role of the parent and the experience of the infant accordingly); ii) the history, policies and protocols of early years settings in supporting or enhancing this process (includes policies, curriculum, national criteria etc) – both nationally and within the centre itself, and iii) the differences that exist between subjectivities and how these are manifest in educational experiences in the early years content (i.e. engagement in play, routine, peer group and teacher-infant interactions). This project will take place initially across Scotland and New Zealand with a view to opening up the possibilities for other countries in POET to become involved.



Artwork by student John Kendal in the Painting and Learning ALED205 course. Lecturer Graham Price.

## Chronotopic thresholds as a transitory meeting place

Researcher: Jayne White

Funder: In-house

Time frame: 2012-2015

This philosophical orientation takes a look at transition as a boundary opportunity or threshold which has transgradient potential. From a dialogic standpoint transition takes place when different chronotopes (that is, time, space and axiologic dimensions) collide or meet and, as a consequence, glimpse other worlds and see themselves anew. Not only do these chronotopic thresholds offer potential insight into one's own 'culture', but they also provide glimpses into other worlds that support new ways of thinking about oneself as a 'becoming' person within the wider world. In education this is especially important because claims are often made that learners can or should simply step across cultures or become 'enculturated' into schools or early childhood settings, thus forgetting themselves or where they come from. From a dialogic stance this is not only impossible but it is also immoral. To this end Jayne and some of her students have been examining the chronotopic experiences of teachers, students and themselves as members of complex educational communities who have the potential to transgress educational strongholds that claim learners for themselves, as if they are remote from their own experience. This work expands on current understandings of culture as a discrete experience of 'other' in the introduction of self as a constantly evolving 'person of culture' through heteroglossic meetings with 'other'.

### Publications

White, E. J. (2013). Circles, borders and chronotope: Education at the boundary? *Knowledge Cultures*, 1(2), 25-32.

White, E. J. (2014). A dialogic space in early childhood education: Chronotopic encounters with people, places and things. In L. Harrison & J. Sumsion (Eds.), *Lived spaces of infant-toddler education and care: Exploring diverse perspectives on theory, research, practice and policy* (pp. 211-224). Dordrecht, The Netherlands: Springer.

White, E. J. (2014). Postgraduate boundary crossings: A threat, an opportunity, or a utopian dream? *Knowledge Cultures*, 2(1), 15-22.

## Counselling as a post-colonial encounter: Hospitality and ethical relationship

Researchers: Elmarie Kotzé, Kathie Crocket and Raheera Taylor (Ngati Kaputuhi, Ngati Maniapoto)

Funder: In-house

Time frame: 2014-ongoing

This study explores the metaphor of hospitality for counselling and counsellor education as a move towards possibilities for social justice in a postcolonial nation. In Aotearoa New Zealand the status of Māori as tangata whenua, First Nation people, is acknowledged through an emphasis on biculturalism, at the same time as ongoing immigration produces a multicultural society. Hospitality as practice and metaphor derives from and is lived by the host tangata whenua culture. It is also articulated within the western philosophical traditions that we employ to theorise and practice counselling ethics. Relationship between tangata whenua, the descendents of the colonisers, and more recent migrants is clearly dependent on ongoing negotiation and clarification of the terms of hospitality, just as any counselling relationship is based in agreed and particular forms of professional hospitality. This study describes and theorises a particular aspect of counsellor education where the programme staff and students experience tangata whenua hospitality – for its contribution to possibilities for just and ethical counselling practice. These possibilities emerge, we suggest, when in response to hospitality students and staff are called to give an account of ourselves, an account that locates us within the landscapes and relationships that have emerged out of this country's colonial history.

### Publication

Crocket, K., Kotze, E., & Taylor, R. (in press). Counseling as post-colonial encounter: Hospitality and ethical relationship. In C. Audet & D. Paré (Eds.), *Social Justice and Counselling*.



Artwork by student Shannyn Taft in the Painting and Learning ALED205 course. Lecturer Graham Price.

## Navigating within the Va and beyond

Researcher: Meripa Toso

Year of completion: 2015 (MEd dissertation)

This research contends that navigating within the Va and beyond is a complex voyage about culture and explores how pravda/lived experiences are accessible only through encounters with time and space – that is, the chronotope. The Va is a pan-Pacific concept describing the importance of the space and relationships that occur within this space and time (Airini, Sauni, Leaupepe, Pua, & Tuafuti, 2010; Amituanai-Toloa, 2007; McDonald, 2004; Tui Atua, 2008). Field work was carried out from July to August of 2014. The relevance of the research was to specifically look at the Va's role from a traditional cultural perspective and how it may act as a boundary encounter in pedagogical practice for early childhood education. Participants were from the early childhood education environment in Samoa and New Zealand and also from the village context. Using Bakhtin's dialogic approach as the analysis methodology, dialogue was used as a vehicle to explicitly link thinking, feeling subjects – that is, teachers and elders across all three contexts – to language (Sullivan, 2011). Through the talanoa method, participants share their understandings of the Va in their lives.

### References

Airini, Toso, V. M., Sauni, L. S., Leaupepe, M., Pua, V., Tuafuti, P. (2010). This road belongs to me: Promising practices in distance education. In J. Jesson, V. M. Carpenter, M. Mclean, M. Stephenson, and Airini (Eds.), *University teaching reconsidered: Justice, practice, inquiry* (pp. 79-92). Wellington, New Zealand: Dunmore Press.

Amituanai-Toloa, M. (2007). O le Va Tapuia (Ua Tapuia le Va) O se Ala Sootaga I Su'esu'ega Ma Mafutaga Faaletagata Ma le Si'osi'omaga. *AlterNative Journal: An International Journal of Indigenous Peoples*, 3(1), 186-205.

McDonald, A. T. (2004). *Spirituality an important quality in Pasifika early childhood education: A Samoan perspective*. Paper presented at the Pasifika International Conference, Samoa.

Sullivan, P. (2011). *Qualitative data analysis using a dialogical approach*. London, UK: Sage.

Tui Atua, T. T. T. (2008). More on meaning, nuance and metaphor. In S. Suaalii-Sauni et al. (Eds.), *Su'esu'e manogi: In search of frangrance* (pp. 70-78). Samoa: Centre of Samoan Studies, NUS.



## Creating meaningful engagement to reduce indigenous child poverty

Researcher: Diana Cruse

Beginning March 2015 (MEd dissertation)

In Aotearoa New Zealand, 1 in 3 Māori children currently live in poverty (Simpson et al., 2014). Research has highlighted that one condition that directly contributes to creating positive outcomes for tamariki and whānau is family engagement between ECE teachers and programmes (Mitchell, Wylie, & Carr, 2008). But with Māori ECE teachers making up a small percentage of the ECE teacher population (Education Counts, 2014), attempts to create meaningful engagement are often cross-cultural and also often fall short of this aim. One of the Government's targets is to achieve 98% participation rates in early childhood education. New social reforms require beneficiaries to enrol their children in early childhood education from the age of 3. But with such a focus on increased participation, it is vital that engagement is meaningful to both whānau and tamariki, otherwise there runs a risk of doing more harm than good. Often whānau who struggle with their tamariki's participation already have a lack of trust in the schooling system, often stemming from past negative experiences.

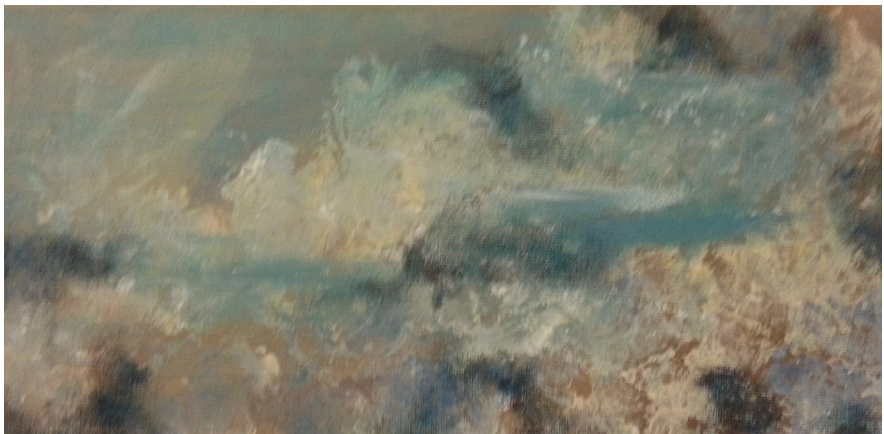
This research takes a dialogic stance to explore meaningful engagement that has resulted in reduced indigenous child poverty. The chronotopic thresholds for such transgradiance to occur are explored from a policy and practice standpoint in a rural NZ context.

### References

Education Counts (2014). *Māori in ECE*. Retrieved from: <http://www.educationcounts.govt.nz/statistics/ece2/>

Mitchell, L., Wylie, C., & Carr, M. (2008). *Outcomes of early childhood education. Literature review. Report to the Ministry of Education*. Wellington, New Zealand: NZCER.

Simpson J., Oben G., Wicken A., Adams J., Reddington A., & Duncanson M. (2014). *Child Poverty Monitor 2014 technical report*. Dunedin, New Zealand: NZ Child & Youth Epidemiology Service, University of Otago.



Artwork by student Fleur Hill in the Painting and Learning ALED205 course. Lecturer Graham Price.

# Parent perspectives of children with autism spectrum disorder living in New Zealand transitioning from primary to secondary school

Tiffany Wilkinson

Year of completion: Ongoing (MEd dissertation)

This study examines the perspectives of parents of children with Autism Spectrum Disorder (ASD) of the process of transition from primary to secondary school in New Zealand for their family member. To begin, an initial literature review of factors that enabled and disadvantaged a successful transition process for children with ASD was undertaken. The review found that research available focused on the transition process as it applied to either general education students or Special Education students as a unified group. Too few studies had been completed to identify the key issues involved in this area of transition for members of this group.

Six participants whose child with ASD had already experienced the process of transition from primary to secondary school took part in semi-structured, in-depth interviews. Data were initially categorised and then thematically analysed. Themes emerging included parents' initial concerns, barriers encountered in the transitional phase, positive and negative responses experienced and commentary about the influence of school and national policies on the experiences outlined. Several key issues were included in the themes found. When communication between schools worked well, the child adjusted. Services engaged at this time were found to be largely beneficial. However when communication was fragmented or did not take place and services were not available, positive outcomes were far less likely to be experienced. Evidence of less welcoming attitudes towards new students with ASD was also found. These included the attitudes of other students and school personnel themselves. Older siblings attending the same school emerged as a critical group in countering the prejudice shown by other children. Yet how this group might be more fully supported in this role is an area that has yet to be formally examined.

## Transitions in infant relationships with teachers and peers

Researcher: Bridgette Redder

Year of completion: 2014 (MEd dissertation)

From a dialogic perspective infants are recognised as intersubjective agents in their own right. New conceptualisations of infants as subjects give rise to revised understandings about their relationships with others. In an early childhood care and education environment infants experience relationships not only with teachers but also with peers. This study investigates the intersubjective experience for infants when they transition from interactions with peers to interactions in which the teacher engages within these infant-peer events.

The research builds on a previous pilot study which utilised dialogic methodology to investigate the nature of infant and teacher dialogue in an education and care context (White, Peter, & Redder, 2015). The research that formed the basis for my subsequent analysis took place in a New Zealand education and care centre that catered for children under two years of age. In the present study the same polyphonic video recording was used to capture infant and peer intersubjective interactions and the teacher's engagement within these events. This triadic event is examined in relation to differences between infant relationships as they transition between interactions with peers in tandem with teacher engagement as a source of intersubjectivity or alterity.

### Reference

White, E. J., Peter, M., & Redder, B. (2015). Infant and teacher dialogue in education and care: A pedagogical imperative. *Early Childhood Research Quarterly*, 30, 160-173.

## No longer a bridge too far? A collaborative child's e-portfolio that weaves together two settings

Researcher: Hazel Woodhouse

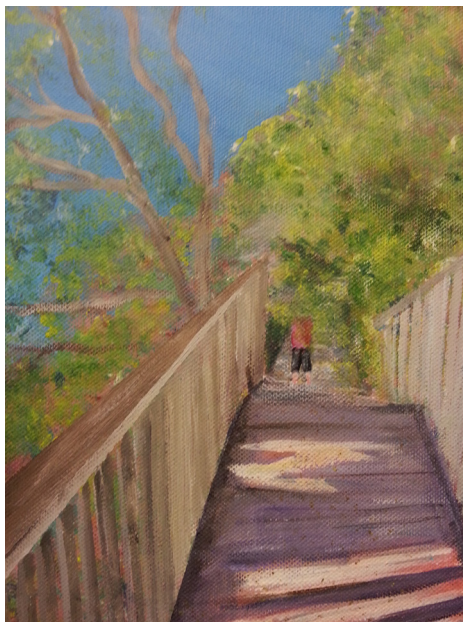
Year of completion: 2015 (Masters dissertation)

The *New Zealand Curriculum* (Ministry of Education, 2007) acknowledges the importance of children's transition experiences. However, despite growing research in this area there is still much to learn about how ECE and school teachers can work together to build a bridge between sectors to support children's learning. This study was undertaken by one early childhood teacher and myself from the New Entrants, who trialled a collaborative approach to transition that aimed to build a relationship with the child, parents and teachers, creating a mutual respect of each other's knowledge and contribution.

A key interest was in getting to know the learner. The child's unique experiences and interests were shared through the media of e-portfolios, contextualising their learning opportunities when visiting school so these built on the child's areas of interest and expertise. The nature of the school visits meant that the child's transition to the school occurred in a routine way, over time rather than being an abrupt transition.

Within this case study of one setting, questionnaire data represented the views of teachers and parents participating in the study. Other data included teachers' journals, observations of the school visits, children's learning stories and an interview with the early childhood teacher.

The children's visits to school took place in a 'hub' space rather than the classroom. The 'hub' space was devoid of empowerment of either setting, an ideal neutral space that acted as a 'borderland' between ECE and school. Similarly, the e-portfolios created a virtual space for stakeholders to meet and scaffold the child's educational journey. This can be termed a 'virtual borderland,' a common place to be heard but also respect each stakeholder's contributions, resulting in a potential shared understanding of the child's learning. These findings indicated the possibility of safe and successful pathway for a confident and connected learner, a bridge in transition terms that is no longer 'a bridge too far'.



### Reference

Ministry of Education (2007). *The New Zealand Curriculum*. Wellington, New Zealand: Learning Media.

*Artwork by student Fleur Hill in the Painting and Learning ALED205 course. Lecturer Graham Price.*

## Pathways to the possible: Transition experiences of Māori students from secondary into tertiary education

Researcher: Diana L. Amundsen

Year of completion: Ongoing (Provisional PhD student)

The focus of this PhD research project is on providing new information about and insights into the experiences of Aotearoa New Zealand Māori learners who transition from secondary school into a tertiary environment. It seeks to advance the themes around successful transition processes in a tertiary environment and build upon recent transitions research in other educational contexts such as children starting school.

The study will collect data from students who have enrolled at any of three (or possibly four) tertiary institutes located in the Bay of Plenty including the University of Waikato, the Bay of Plenty Polytechnic, Te Whare Wānanga o Awanuiārangī (and possibly the Waiariki Polytechnic).

The discoveries may lead to developing an approach and a set of SMART tools which may be useful for both tertiary and secondary institutions, but which will ultimately benefit Māori students who enter tertiary studies and increase their likelihood of achievement. This study should contribute to our understanding of what is required to change current trends in a more positive direction through insights gained about Māori students' transition experiences.

## What are the experiences of artistically gifted students transitioning to high school?

Researcher: Kylee Edwards

Year of completion: Ongoing (Doctoral thesis)

Since the establishment of New Zealand's National Standards there has been an increased focus on the assessment of primary-aged children's mathematics, reading and writing abilities. The focus on these academic areas appears to continue at high school, particularly evident when literacy is determined by some as the skill that underpins secondary education (Dinham & Rowe, 2007). This underlying assumption should not be ignored as it places emphasis on particular subject areas, implying they are of most value. Yet, what is perhaps most concerning is not that the areas considered "the basics" are valued as such but that the assessment of these areas can be used to determine educational success, including whether a transition to high school is positively achieved.

An exploration of transition literature also underlines a focus on academic abilities, with a transition to high school sometimes being deemed successful if assessment shows improvement in these areas. This raises concerns about those who are said to have an unsuccessful transition but have achieved in other ways, including having shown progress in other subject areas, such as within the arts (visual art, dance, drama and music). My PhD research involves finding out about some artistically gifted adolescents' transition experiences, specifically focusing on those who have artistic abilities.

### Reference

Dinham, S., & Rowe, K. (2007). *Teaching and learning in middle schooling: A review of the literature*. Wellington, New Zealand: Ministry of Education.

# Exploring teacher transition: The influence of changing class levels on teacher professional learning

Researcher: Tracey Carlyon

Year of completion: Ongoing (Doctoral thesis)

This research, which has been undertaken in New Zealand, focuses on gaining a more in-depth understanding about the phenomenon of teacher transition and how this influences teacher professional learning. Of particular interest is the transition between class levels 1 and 8, which broadly means students aged from 5 to 13 years. While I have been able to draw on my earlier research (Carlyon, 2013, 2014; Carlyon & Fisher, 2012, 2013), the apparent lack of literature that focuses specifically on transition between class levels indicates that this commonplace practice is under-researched.

The research is positioned within an interpretive framework, while using a case study methodology. A mixed methods approach was taken to gathering a combination of both quantitative and qualitative data from over 500 teachers. The methods of data collection were an online survey and semi-structured interviews.

The findings show that changing class levels has a significant influence, not only on teacher professional learning but also on a teacher's professional identity. A teacher can benefit from this transition in terms of gaining a greater insight and understanding of student learning and development; learning to modify their established teaching methods and implement new practice; and developing a sense of collective responsibility. The findings also show that each transition is a unique experience, and highlight the impact that school culture and leadership have on teacher transition.

## References

Carlyon, T. (2013). Teachers changing class levels: A platform for shaping pedagogies. *Teachers and Curriculum, 13*, 99-105.

Carlyon, T. (2014). Teacher transition between year levels in primary schools: An opportunity for continuing professional development. *Professional Development in Education*. doi:10.1080/19415257.2014.902859

Carlyon, T., & Fisher, A. (2012). What informs primary school principals' decision making in relation to teacher placement in class levels? *Australian Journal of Education, 56*(1), 68-82.

Carlyon, T., & Fisher, A. (2013). Primary school principals' strategic approaches to teacher class placement. *Journal of Educational Leadership, Policy and Practice, 28*(2), 69-78.

## Delirious constructions: Foreigners, strangers and too strange strangers

Researcher: Sonja Arndt

Year of completion: Ongoing (Doctoral thesis)

My doctoral research is a philosophical study of conceptions of 'the foreigner'. It aims to benefit transitioning teachers and teacher transitions by responding to key tensions arising from an earlier study based on immigrant teacher concerns, in their linguistic encounters, conceptions of home, community and belonging within society; and with seemingly superficial orientations towards the 'richness' and 'beauty' of diversity, as unquestioningly to be celebrated in early childhood settings. This research engages with calls for reformulating early childhood education and for increased philosophical thought in early childhood education research and practice. The psychoanalytic and philosophical work of Julia Kristeva, and her notion of the ongoing formation of the subject as constantly in construction, provides a seminal analytical lens for this work. Underlying the analysis is Kristeva's challenge that we all are foreigners, and that it is only when we recognise the foreigner within each one of us that we are able to live with Others 'without ostracism or leveling'. The aim of this research is to complicate and reconceptualise intersections, insights and contradictions of diverse understandings of notions of the foreigner-teacher, to provoke fresh thought and orientations within early childhood teaching teams, practice and further research.

### Recent publications

Arndt, S. (2014). Shifting realities: Immigrant teacher transitions into early childhood settings in Aotearoa New Zealand. *Early Childhood Folio (Special Issue: Educational Transitions)*, 18(2), 28-32.

Arndt, S. (2012). Crossing thresholds: Imagining community and immigrant otherness in early childhood education. *Pacific-Asian Education (Special Issue: Past, present and future: Reconceptualisations of Early Childhood Education in the Asia-Pacific region)*, 24(2), 23-34.

Arndt, S. (2014). Re-thinking pedagogies: Recent migrants in Aotearoa New Zealand early childhood settings. In H. Hedges & V. Podmore (Eds.), *Early childhood education: Pedagogy, professionalism and policy* (pp. 58-71). Auckland, New Zealand: Edify.

Arndt, S., & Tesar, M. (2014). Crossing borders and borderlands: Childhood's secret undergrounds. In M. Christou & S. Spyros (Eds.), *Children and border* (pp. 200-213). London, UK: Palgrave/Macmillan. doi:10.1057/9781137326317



Artwork by student Chantelle Gutteridge in the *Painting and Learning ALED205* course. Lecturer Graham Price.



## Some earlier transition studies

---

Bicknell, B., Burgess, T., & Hunter, R. (2010). Explorations of Year 8 to Year 9 transition in numeracy and mathematics. In Ministry of Education (Ed.), *Findings from the New Zealand Numeracy Development Projects 2009* (pp. 145-157). Wellington, New Zealand: Ministry of Education.

Bicknell, B., & Hunter, R. (2012). School transition from year 6 to year 7: A focus on mathematics. *International Journal for Mathematics Teaching and Learning*. Retrieved from <http://www.cimt.plymouth.ac.uk/journal/default.htm>

Bicknell, B., & Riley, T. (2013). School transition and mathematically gifted students. *Gifted and Talented International*, 28(1/2), 135-148.

Carr, M. & Peters, S. (2005). *Te Whāriki and links to the NZ Curriculum Research Projects*. Hamilton, New Zealand: University of Waikato.

Carr, M., Peters, S., Davis, K., Bartlett, C., Bashford, N., Berry, P., ... Wilson-Tukaki, A. (2008). *Key learning competencies across place and time. Kimihia te ara tōtika, hei oranga mō to aō*. Teaching Learning Research Initiative Final Report. Available from <http://www.tlri.org.nz>

Carr, M., Smith, A. B., Duncan, J., Jones, C., Lee, W., & Marshall, K. (2010). *Learning in the making: Disposition and design in the early years*. Rotterdam, The Netherlands: Sense.

Coll, R. K., Eames, C., Paku, L., Lay, M., Hodges, D., ... Martin, A. (2009). *An exploration of the pedagogies employed to integrate knowledge in work-integrated learning in New Zealand higher education institutions. Summary*. Wellington, New Zealand: Teaching and Learning Research Initiative.

Davis, K., Wright, J., Carr, M., & Peters, S. (2013). *Key competencies, assessment and learning stories* [DVD and PD resource book]. Wellington, New Zealand: NZCER.

Dockett, S., Dunlop, A-W, Einarsdóttir, J., Garpelin, A., Graue, B., Harrison, L., ... Turunen, T. (2011). *Transition to school: Position statement*. Albury, Australia: Research Institute for Professional Practice, Charles Sturt University. Available from <http://www.csu.edu.au/faculty/educat/edu/transitions/publications/Position-Statement.pdf>

Findsen, B. (2001). Older adults' access to higher education in New Zealand. *Journal of Access and Credit Studies*, 3(2), 118-129.

Findsen, B., & Carvalho, L. (2005, June). *Older adults' learning patterns: Trajectories and changing identities?* Proceedings from the Centre for Research in Lifelong Learning Conference (pp. 175-187). University of Stirling, Scotland, .

Findsen, B., & McCullough, S. (2008). *Older adults' engagement with further and higher education in the West of Scotland: tracking educational journeys* (Final report). Glasgow, Scotland: Department of Adult and Continuing Education, University of Glasgow and the West of Scotland Wider Access Forum.

Findsen, B., McCullough, S., & McEwan, B. (2011). Later life learning for adults in Scotland: Tracking the engagement with and impact of learning for working-class men and women. *International Journal of Lifelong Education*, 30(4), 527-547.

Findsen, B. (2012). The engagement of older adults in higher education: international perspectives from New Zealand and Scotland. *Adult Learner (The Irish Journal of Adult and Community Education)*, 13-26.

Findsen, B., & McEwan, B. (2012). Older men's perspectives on (re-)entering post-compulsory education: Insights from a Scottish study. In M. Bowl, R. Tobias, J. Leahy, G. Ferguson & J. Gage (Eds.), *Gender, masculinities and lifelong learning* (pp. 147-158). London, England: Routledge.

Forret, M., Eames, C., & Coll, R. (2007). *Understanding and enhancing learning communities in tertiary science engineering education. Summary*. Wellington, New Zealand: Teaching and Learning Research Initiative.

McGee, C., Ward, R., Gibbons, J., & Harlow, A. (2004). *Transition to secondary school: A literature review*. Hamilton, New Zealand: University of Waikato. Retrieved from [http://www.researchgate.net/publication/45626499\\_Transition\\_to\\_secondary\\_school\\_A\\_literature\\_review/file/32bfe50e416f6e6ef3.pdf](http://www.researchgate.net/publication/45626499_Transition_to_secondary_school_A_literature_review/file/32bfe50e416f6e6ef3.pdf)

Peters, S. (2004). *"Crossing the Border": An interpretive study of children making the transition to school* (Unpublished PhD thesis). University of Waikato, Hamilton, New Zealand.

Peters, S. (2010). *Literature review: Transition from early childhood education to school. Report commissioned by the Ministry of Education*. Wellington, New Zealand: Ministry of Education.

Ward, R. (2005). *Coping with change: Transition events at school; What matters for students, caregivers and educators*. Hamilton, New Zealand: Wilf Malcolm Institute of Educational Research, University of Waikato.



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

AT THE UNIVERSITY OF WAIKATO,  
THE POSSIBILITIES ARE ENDLESS.  
TŌ TE WHARE WĀNANGA O WAIKATO,  
HE KURA TOI E KORE E MIMITI.

The University of Waikato  
Private Bag 3105  
Hamilton 3240  
New Zealand  
Toll Free: 0800 WAIKATO  
Website: [www.waikato.ac.nz](http://www.waikato.ac.nz)

The Wilf Malcolm Institute of Educational Research  
Telephone: +64 7 858 5171  
Facsimile: +64 7 838 4712  
Email: [wmier@waikato.ac.nz](mailto:wmier@waikato.ac.nz)  
Website: [www.waikato.ac.nz/wmier](http://www.waikato.ac.nz/wmier)