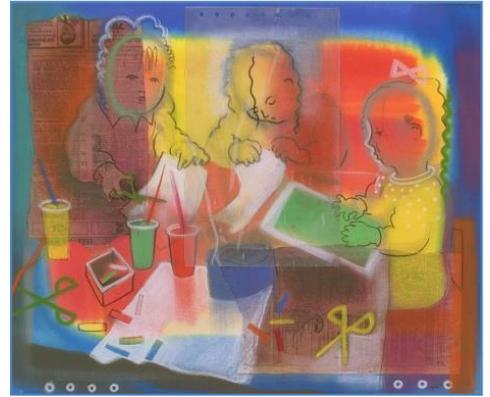


Institute for Early Childhood Studies



5.00-6.00 pm Monday 23 July
Alan MacDiarmid Building Room AM102,
Kelburn Campus



The Collage Table by Lindsay Crooks, 1997

Making Transitions Matter

Emeritus Professor Aline-Wendy Dunlop, MBE Strathclyde University, Glasgow, Scotland

Aline-Wendy set out on her educational career with a primary teaching qualification supplemented by an immersion year specialising in nursery and early primary education in the Froebelian tradition at Moray House College in Edinburgh where her first job was as a nursery teacher in the Moray House demonstration nursery school. Twenty-three years later, having worked variously in early childhood, primary and special education, a residential home for mothers and babies, as a home-visiting teacher – during which time she took her masters degree – college tutor and head teacher, Aline-Wendy joined the lecturing staff at Edinburgh University. Aline-Wendy then took up a post in Childhood and Primary Studies at the University of Strathclyde, becoming a Professor in 2005. As an Emeritus Professor Aline-Wendy has enjoyed time with family, pursuing ceramics, researching and writing, as well as traveling widely as part of the international Marie Curie IRSES POET Project.



Abstract

Our education systems nationally and internationally put children through many changes. Aline-Wendy is interested in what this means for policy, research and practice for our youngest children. Using the term ‘transitions’ suggests that these changes are not necessarily straightforward: in this presentation Aline-Wendy asks in what ways might the navigation of such change be favourable or challenging for children? Referring to data from her longitudinal study of children’s journeys through education from three years old until school leaving, she suggests four themes which help our understanding of change: relationships, individual attributes, environments and attainment, and the implication of this knowledge for approaches to early childhood. Taking action as educators demands that we pay attention to family engagement, children’s agency and of course to professional collaboration across the education system.