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Transitions
Aistrithe

Young children experience a number of transitions in their daily lives, including from home to an ECCE setting, transitions in activities and locations within that setting, and ultimately a transition to the infant classes of primary schools. It is imperative that such transitions are facilitated as positively as possible to provide a continuity of care and education for the young child.

Transitions is one of the sixteen national Standards in *Síolta*, the National Quality Framework for Early Childhood Education, and is represented within the Second Edition of the Audit of Research by five publications.

In the Irish context, it is surprising that there is such a dearth of research relating to the multiple transitions a child experiences before she/he reaches six years of age. Longford CCC (2005) documented the transition experience from preschool to primary school from the primary school teachers' perspective. O'Kane is at an advanced stage of completing a doctoral thesis on the transition from preschool to school in Ireland, incorporating a national survey of practice as well as more qualitative case studies of the personal experiences of children. A number of papers and presentations by O'Kane (2005c; 2006) and O'Kane and Hayes (2006a; 2006b) provide insights into the results from this study from the perspectives of a range of stakeholders.

Longford County Childcare Committee (2005). *Preparing for Primary – Results of Longford County Childcare Committee Research Questionnaire with Junior Infant Teachers in Co. Longford Primary Schools*. Longford: Longford County Childcare Committee.

O'Kane, M. (2005c). Building Bridges: The Transition from Preschool to School for Children in Ireland. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

O'Kane, M. (2006). The Transition from Preschool to Primary School for Children in Ireland. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

O'Kane, M. and Hayes, N. (2006a). The Transition from Preschool to School for Children in Ireland: Teachers' Views. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

O'Kane, M. and Hayes, N. (2006b). The Transition to School in Ireland: Views of Preschool and Primary School Teachers. *International Journal of Transitions in Childhood*, Volume 2, pp. 4-16.

Tarlaíonn roinnt aistrithe i saolta laethúla leanaí óga, lena n-áirítear an t-aistriú ón mbaile go dtí suíomh COLO, aistrithe ó ghníomhaíocht go gníomhaíocht agus ó láthair go láthair laistigh den suíomh sin, agus ar deireadh aistriú chuig ranganna naíonán bunscoileanna. Tá sé riachtanach go n-éascaítear aistrithe dá leithéid ar an mbealach is dearfaí is féidir chun cúram agus oideachas leanúnach a chur ar fáil don leanbh óg.

Tá Aistrithe ar cheann de na sé Chaighdeán náisiúnta déag de *Síolta*, an Chreatlach Náisiúnta Cháilíochta d'Oideachas na Luath-Óige, agus tá cúig fhoilseachán ina leith san áireamh sa Dara hEagrán den Iniúchadh Taighde.

I gcomhthéacs na hÉireann is aisteach go bhfuil easpa chomh mór taighde ar na haistrithe éagsúla a tharlaíonn i saol linbh sula sroicheadh sé/sí sé bliana d'aois. Rinne CCC Longfoirt (2005) cur síos ar an taithí ar aistriú ón réamhscoil go dtí an bhunscoil ó dhearcadh an mhúinteora bhunscoile. Tá tráchtas dochtúireachta beagnach tugtha chun críche ag O'Kane faoin aistriú ón réamhscoil go dtí an bhunscoil in Éirinn, ag cuimsiú suirbhé náisiúnta ar chleachtas i dteannta cás-staidéar níos cáilíochtúla ar thaithí pearsanta leanaí. Tugann roinnt páipéar agus láithreoireachtaí le O'Kane (2005c; 2006) agus O'Kane agus Hayes (2006a; 2006b) léargas ar thorthaí an staidéir sin ó pheirspictíochtaí bhaill éagsúla an lucht leasmhair.