Play - lost in transition? Teacher beliefs about pedagogic continuity across the transition to formal schooling

Linda Bellen
*The University of Notre Dame Australia*

Follow this and additional works at: [http://researchonline.nd.edu.au/theses](http://researchonline.nd.edu.au/theses)

Part of the *Education Commons*

COMMONWEALTH OF AUSTRALIA
Copyright Regulations 1969

WARNING
The material in this communication may be subject to copyright under the Act. Any further copying or communication of this material by you may be the subject of copyright protection under the Act. Do not remove this notice.

**Publication Details**

This dissertation/thesis is brought to you by ResearchOnline@ND. It has been accepted for inclusion in Theses by an authorized administrator of ResearchOnline@ND. For more information, please contact researchonline@nd.edu.au.
REFERENCES


References


References


Dockett, S., & Perry, B. (2012b). "In Kindy you don't get taught": Continuity and change as children start school. Frontiers of Education in China, 7(1), 5-32. doi.org/10.3868/sl10-001-012-0002-8


Dulfer, N., Rice, S., & Polesel, J. (2012). The experience of education: The impacts of high stakes testing on school students and their families: An educator’s perspective. Whitlam Institute within the University of Western Sydney.


References


Fisher, J. (2009). ‘We used to play in Foundation, it was more funner’: Investigating feelings about transition from Foundation Stage to Year 1. *Early Years, 29*(2), 131-145.


Harrison, C. (2015). *A positive transition to school: Working together to bridge the divide project report*. Unpublished manuscript: Australian Catholic University, Sydney, NSW.


References


References


Lim, M-YS. (2010). Reconsidering the play-work dichotomy in pedagogy. In M. Ebbeck & M. Waniganayake (Eds.), *Play in early childhood education* (pp. 141-156). Melbourne, AUS: Oxford University Press.


References


236


References


O’Kane, M., & Hayes, N. (2010). Supporting early childhood educational provision within a cluster of Deis preschool and primary school settings with a specific focus on transition between the two educational settings. Centre for Social & Educational Research Dublin Institute of Technology.


References


References


References


References


References


References


References


