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KEY=POST - KNOX LOGAN

BRIDGING THE TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Routledge *Bridging the Transition from Primary to Secondary School offers an insight into children's development, building a framework for the creation of appropriate and relevant educational experiences of children between the ages of 10-12.*

UNDERSTANDING SCHOOL TRANSITION

WHAT HAPPENS TO CHILDREN AND HOW TO HELP THEM

Routledge *School transition is a life changing event for children - they are rarely faced with such a powerful set of personal and social changes. These underpin the immediate and longer term wellbeing of children, peer groups, teachers and schools. Understanding School Transition provides a most comprehensive, international review of this important area, complete with practical advice on what practitioners can do to support children's wellbeing, motivation and achievement. Offering an accessible introduction to children's psychology at transition, Understanding School Transition explores transition as a status passage, what we really mean by wellbeing, and the ways in which children adapt to new environments. Key chapters focus on: Understanding stress and anxiety Children's hopes, fears and myths at transition Parents' and teachers' influence and role Children's relationships with peers as they change schools Children's personal and collective identities Motivation, engagement and achievement Supporting the most vulnerable children Crucially, it advises how you can help children through implementing transition interventions and evaluating their success in your own school. Illustrated by case studies of experiences in real schools, Understanding School Transition will be essential reading for all training and practising teachers, as well as transition and subject specialists, who want to better understand and influence what happens to children at*

this critical stage.

WHAT MAKES A SUCCESSFUL TRANSITION FROM PRIMARY TO SECONDARY SCHOOL?

FINDINGS FROM THE EFFECTIVE PRE-SCHOOL, PRIMARY AND SECONDARY EDUCATION 3-14 (EPPSE) PROJECT

FAMILIES AND TRANSITION TO SCHOOL

Springer *This collection addresses issues related to families and transition, and pays special attention to the transition to school, the effect of this on the family, as well as the effect of the family on that transition. It celebrates the roles of families, locating them as integral partners in time of transition and identifying a variety of ways in which families and educators can work together with children to promote positive transitions. The book draws on a range of theoretical frameworks and research projects to provide multiple perspectives of family involvement in education, family-educator partnerships, the nature of collaboration, issues for families in marginalised or complex circumstances, as well as the multiple intersections of families and transition processes. The research projects reported range from in-depth case studies to the analysis of large-scale data sets and all have multiple messages for practitioners, policy makers and researchers as they seek ways to engage with families as their children start school.*

GROWING UP IN SCOTLAND (GUS)

This report uses data from the Growing Up in Scotland study (GUS) to explore families' experiences of using childcare for children under the age of five years.

SÍOLTA, THE NATIONAL QUALITY FRAMEWORK FOR EARLY CHILDHOOD EDUCATION

SÍOLTA USER MANUAL

EQUITY AND QUALITY IN EDUCATION SUPPORTING DISADVANTAGED STUDENTS AND SCHOOLS

SUPPORTING DISADVANTAGED STUDENTS AND SCHOOLS

OECD Publishing *Across OECD countries, almost one in every five students does not reach a basic minimum level of skills. This book presents a series of policy recommendations for education systems to help all children succeed.*

INTERCULTURALISM, SOCIETY AND EDUCATION

BRILL *Interculturalism, Society and Education contains contributions that explore comparative and international case studies ranging from accounts of educational problems impacting specific immigrant groups in Europe, socio-educational programs and projects in Africa and Asia, comparative analyses of "citizenship education" issues in selected countries, and a global overview of different patterns*

of the interculturalism-society-education nexus.

INCLUSIVE EDUCATION: GLOBAL ISSUES AND CONTROVERSIES

BRILL *This volume brings together some thought provoking discussions on inclusive education within the current education climate. Is inclusive education worth pursuing or is the fervour for its implementation subsiding as the realities of its challenges are understood?*

TRANSITION TO POST-PRIMARY EDUCATION WITH A SPECIAL FOCUS ON GIRLS

MEDIUM-TERM STRATEGIES FOR DEVELOPING POST-PRIMARY EDUCATION IN EASTERN AND SOUTHERN AFRICA

SUPPORTING SOCIAL INCLUSION FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

INSIGHTS FROM RESEARCH AND PRACTICE

Taylor & Francis *Drawing together contributions from experts at the forefront of research in the field, Supporting Social Inclusion for Students with Autism Spectrum Disorders demonstrates that social inclusion is a defining feature of successful education of students with a spectrum disorder. Divided into three parts, this book begins by proposing a contemporary and operational definition of social inclusion that will help facilitate active engagement by all stakeholders involved in supporting social inclusion within educational settings. The relationship between well-developed social skills and positive social outcomes is also explored, and subsequent chapters explicate and contextualize social inclusion across a range of educational settings. The final chapters present case studies and viewpoints from stakeholders central to the successful social inclusion of students with the disorder. Through discussion of its findings, this book provides the reader with a deep understanding of social inclusion and confirms its importance in facilitating positive educational outcomes for students with Autism Spectrum Disorder. A unique contribution to the field, this book will be of key interest to postgraduates, researchers and academics in the area of inclusive education and Autism Spectrum Disorder. It will also appeal to those who research, study and work in the areas of special and inclusive education, and developmental psychology.*

INCLUSIVE EDUCATION IN SCHOOLS AND EARLY CHILDHOOD SETTINGS

Springer Nature *This book provides a highly informative yet concise overview of special education and inclusive education that serves as a valuable introduction to the field. Using a framework and relevant scenarios in inclusive educational settings to help readers develop a basic understanding of key concepts, it shares effective practices and engages readers in discussions on current research. Further, it highlights the commonalities between different levels of education and explores*

transitions across them. The book addresses theory, policy, practice and research issues in special education and inclusive education from an Australian perspective, focusing on current developments in Australian educational settings and classrooms. It also examines international issues and developments while highlighting the unique characteristics of the Australian educational context. As such, it appeals to post-graduate students, pre-service teachers, teachers and other professionals in the area.

EDUCATIONAL TRANSITIONS

MOVING STORIES FROM AROUND THE WORLD

Routledge *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.*

YOUNG ADULT DEVELOPMENT AT THE SCHOOL-TO-WORK TRANSITION

INTERNATIONAL PATHWAYS AND PROCESSES

Oxford University Press, USA *"School to work pathways and transitions are key developmental processes in young adulthood. In this book, we examine social, cultural, familial, contextual, and personal factors that shape these processes. Internationally renowned scholars in the fields of developmental psychology, applied psychology, counselling, and sociology have contributed chapters focusing on theory, research and application related to school to work (STW) and educational transitions. We also give attention to groups who have particular transition needs, including young adults with disabilities and special needs, cultural minorities, international students, and migrants"--*

SECONDARY EDUCATION ISSUES AND CHALLENGES

Nova Publishers *Secondary education is the final stage of compulsory education, preceded by primary education and followed by higher education. It is characterised by transition from the typically compulsory, comprehensive primary education for minors to the optional, selective tertiary, 'post-secondary', or 'higher' education (e.g., university, vocational school) for adults. Depending on the system, schools for this period or a part of it may be called secondary schools, high schools, gymnasiums, lyceums, middle schools, colleges, vocational schools and preparatory schools, and the exact meaning of any of these varies between the systems. The exact boundary between primary and secondary education varies from country to country and even within them, but is generally around the fifth to the tenth year of education. Secondary education occurs mainly during the teenage years. In the United States and Canada primary and secondary education together are sometimes referred to as K-12 education. The purpose of secondary education can be to give common knowledge, to prepare for either higher education or vocational education, or to train directly for a profession. This new book presents the latest research in the*

field.

TRANSITIONS THROUGH EDUCATION

Frontiers Media SA

PROTECTING THE RIGHTS OF PEOPLE WITH AUTISM IN THE FIELDS OF EDUCATION AND EMPLOYMENT

INTERNATIONAL, EUROPEAN AND NATIONAL PERSPECTIVES

Springer *Fundamental rights for all people with disabilities, education and employment are key for the inclusion of people with autism. They play as facilitators for the social inclusion of persons with autism and as multipliers for their enjoyment of other fundamental rights. After outlining the international and European dimensions of the legal protection of the rights to education and employment of people with autism, the book provides an in-depth analysis of domestic legislative, judicial and administrative practice of the EU Member States in these fields. Each chapter identifies the good practices on inclusive education and employment of people with autism consistent with principles and obligations enshrined in the UN Convention on the Rights of Persons with Disabilities (Articles 24 and 27). The book contains the scientific results of the European Project "Promoting equal rights of people with autism in the field of employment and education" aimed at supporting the implementation of the UN Convention in the fields of inclusive education and employment.*

TRANSITIONS TO SCHOOL - INTERNATIONAL RESEARCH, POLICY AND PRACTICE

Springer Science & Business Media *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.*

FORMATIVE ASSESSMENT IMPROVING LEARNING IN SECONDARY CLASSROOMS

IMPROVING LEARNING IN SECONDARY CLASSROOMS

OECD Publishing *This study features a collection of eight case studies of exemplary cases from secondary schools as well as international literature reviews and policy analysis related to formative assessment.*

EBOOK: MOVING ON TO KEY STAGE 1

IMPROVING TRANSITION FROM THE EARLY YEARS FOUNDATION STAGE

McGraw-Hill Education (UK) *"This timely book will help teachers in KS1 to implement authoritative recommendations on transition from recent reviews of primary education, and convince senior managers and parents of the value of starting from the child. Its well-grounded arguments coupled with practical guidance will foster the development of principled and confident professional judgement."*

Wendy Scott, President, TACTYC *"Julie is an excellent writer, leading her reader through the difficult arguments about what really matters in our work with young children. She explores the tensions around the different 'drivers' in Foundation Stage and Key Stage One teaching with sensitivity but with the same clear vision she shows in her earlier books. This is an important book for students, lecturers and teachers - and a must for heads and subject co-ordinators."*

Nick Swarbrick, Westminster Institute of Education, Oxford Brookes University, UK *"Your common-sense, authoritative, warm and inspirational words...remind me beyond all doubt of why I went into teaching."*

Key Stage 1 teacher *This practical book offers a series of strategies for promoting learning that meets the needs and interests of Key Stage 1 pupils, ensuring that the move from the Early Years Foundation Stage to Key Stage 1 is a positive one. It includes: Suggestions for implementing the recommendations of the Rose Review Descriptions and case studies of good practice that stem from established principles of learning and teaching Reflective practice prompts at the end of each chapter Julie Fisher considers recent evidence about how children learn and questions whether current practice in Key Stage 1 optimises these ways of learning. Challenging the reliance on teacher-directed activity, she asks whether introducing more child-initiated learning could offer children a more appropriate balance of learning opportunities. Key issues include: The place of play in Key Stage 1 Organising the learning day to include child-initiated activity Observation and assessment Planning The role of the teacher This essential book is indispensable reading for students and practitioners in both the Early Years Foundation Stage and Key Stage 1.*

TRANSITION PROGRAMS FOR CHILDREN AND YOUTH WITH DIVERSE NEEDS

Emerald Publishing Limited *Providing a focus on meaningful involvement and participation in communities and activities of choice, that secure benefits for all, the*

chapter authors examine both innovative evidence-based practices that facilitate transition, and potential barriers, supplemented by informative case studies.

INFORMING TRANSITIONS IN THE EARLY YEARS

McGraw-Hill Education (UK) *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.*

BULLYING IN AMERICAN SCHOOLS

A SOCIAL-ECOLOGICAL PERSPECTIVE ON PREVENTION AND INTERVENTION

Routledge *Much of our knowledge about bullying behaviors comes from research conducted over the past several decades in Europe, Australia, and Canada. Until the past decade, research in the United States has lagged behind our European, Australian, and Canadian counterparts. This book seeks to fill this void by forwarding research on bullying across contexts conducted with American participants. This book is an exciting compilation of research on bullying in school-aged youth conducted across the United States by a representative group of researchers, including developmental, social, counseling, school, and clinical psychologists. As such, it presents a picture of the complexity of bullying behaviors and offers suggestions for using data-based decision-making to intervene and reduce bullying behaviors in our nation's schools. Given the complexity of bullying and victimization, this book gives guidance for schools as they develop prevention and intervention programming for bullying. Providing a source through which school administrators can utilize the research findings, the book is divided into five parts. Part I illustrates the importance of individual characteristics across bully-victim subtypes. Part II addresses how peer groups relate to bullying across the school years. Part III explores how teachers and classrooms influence bullying and aggression during the school years. Part IV implicates ecological systems in fostering and maintaining bullying in schools. It also highlights the potential for these systems to work in combating bullying. Part V focuses on specific aspects of prevention and intervention*

planning.

ECERS-E WITH PLANNING NOTES

THE FOUR CURRICULAR SUBSCALES EXTENSION TO THE EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS-R)

Teachers College Press *ECERS-E* is designed to be used with the Early Childhood Rating Scale-Revised (ECERS-R), an internationally recognized measure of quality in education and care written by Thelma Harms, Richard M. Clifford, and Debby Cryer. It not only complements the ECERS-R but extends the scales to provide additional insights into important aspects of literacy, mathematics, science and environment, as well as practices related to issues of diversity. Given the current focus on emerging literacy and numeracy skills, the ECERS-E provides unique guidance on the kinds of environments that enhance learning in preschool settings. The curriculum domains within the scales bear important relationships to children's (age 3-5) cognitive and social/behavioral developmental outcomes. Using the ECERS-E alongside the ECERS-R gives users a more complete picture of what a high-quality early childhood education program can look like. It can be used by program directors, teaching staff, agency staff, and in teacher training programs. Convenient organization: Literacy Items: Print in the environment Book and literacy areas Adults reading with children Sounds in words Emergent writing/mark making Talking and listening Mathematics Items: Counting and application of counting Reading and representing simple numbers Activities: Shape Activities: Sorting, matching and comparing Science and Environment Items: Natural materials Areas featuring science/science materials Activities: Non living Activities: Living processes Activities: Food preparation Diversity Items: Planning for individual learning needs Gender equality and awareness Race equality and awareness

SPECIAL EDUCATIONAL NEEDS

CODE OF PRACTICE

INTERDISCIPLINARY CONNECTIONS TO SPECIAL EDUCATION

KEY RELATED PROFESSIONALS INVOLVED

Emerald Group Publishing *Continuing the approach of Part A, Part B* allows readers to follow interdisciplinary connections within special education as it relates to the roles of audiologists, surgeons, vision specialists and school nurses.

DISPARITIES IN SCHOOL READINESS

HOW FAMILIES CONTRIBUTE TO TRANSITIONS INTO SCHOOL

Psychology Press *Significant disparities exist in children's behavioral and learning capacities that support successful transitions into school. In this new volume, leading researchers from a variety of disciplines review the latest data on how families influence their children's transitions into school. The inequalities that exist in school*

readiness, the roots of the inequalities, and the ways in which families exacerbate or minimize these inequalities, are explored. The book concludes with a review of policies and programs that represent the best practices for how families, schools and communities can address these disparities. Each of the following topics is explored through a lead essay followed by three critiques: Inequalities in school readiness and the community, school, and family characteristics that contribute to these inequalities. Family processes and contextual conditions that impact the acquisition of literacy, numeracy, language, and cognitive skills. The role that extracurricular activities play in shaping children's school achievement, including differences based on gender, ethnicity, race, and socioeconomic status. Family processes underlying the development of behavioral control and its impact on school readiness. Disparities in School Readiness paints a compelling, interdisciplinary portrait using a variety of types of data and data sets, including longitudinal data from the National Institute of Child Health and Human Development's Study of Early Childhood and recent analyses of the Early Childhood Longitudinal Study from the National Center for Education Statistics. Interdisciplinary in nature, this new book appeals to researchers in family studies, human development, education, psychology, social work, sociology, economics, and public policy interested in improving children's school transitions.

TALIS CREATING EFFECTIVE TEACHING AND LEARNING ENVIRONMENTS FIRST RESULTS FROM TALIS

FIRST RESULTS FROM TALIS

OECD Publishing This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides quantitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

TRANSFER AND TRANSITIONS IN THE MIDDLE YEARS OF SCHOOLING (7-14)

CONTINUITIES AND DISCONTINUITIES IN LEARNING

THE FUNDING OF SCHOOL EDUCATION

CONNECTING RESOURCES AND LEARNING

OECD This report on the funding of school education constitutes the first in a series of thematic comparative reports bringing together findings from the OECD School Resources Review. School systems have limited financial resources with which to pursue their objectives and the design of school funding policies plays a key role in ensuring that resources are directed to where they can make the most difference. As OECD school systems have become more complex and characterised by multi-level governance, a growing set of actors are increasingly involved in financial decision-making. This requires designing funding allocation models that are aligned to a school system's governance structures, linking budget planning procedures at different levels to shared educational goals and evaluating the use of school funding

to hold decision makers accountable and ensure that resources are used effectively and equitably. This report was co-funded by the European Commission. .

EQUITY-BASED CAREER DEVELOPMENT AND POSTSECONDARY TRANSITIONS

AN AMERICAN IMPERATIVE

IAP Former First Lady, Michelle Obama believes that every individual should have some type of postsecondary education or training beyond high school to achieve economic and personal success (Reach Higher Initiative, Better Make Room, 2019). Educational attainment (e.g., a high school diploma, college degree, or postsecondary training) provides career opportunities for advancement into leadership positions and benefits such as health insurance and retirement (Heckman, 2000). Additionally, an individual with a college degree can make over one million dollars more over a lifetime in salary than someone with a high school diploma (Carnevale, Cheah, & Hanson, 2015). Acquiring a college degree can lead to employment opportunities and is considered an asset in the U.S. economy (Washington, 2010). However, certain populations encounter barriers to attaining an education, particularly a postsecondary education, leading to a disparity in receiving the aforementioned benefits. Some of these populations include African American students, LGBTQ students, and students with disabilities. There is a dearth of information and research on providing guidance on implementation, research, and best practices in equity-based career development, college readiness, and successful postsecondary transitions for minoritized, at risk, or vulnerable populations. The editors of this volume invited authors with research and practice expertise around various student populations in preparing them for college and career readiness as well as postsecondary transitions. This book is the first of its kind to discuss career development and postsecondary transitions from an access and equity perspective. Further, this text serves as a call to action to ensure the United States' most vulnerable populations has an opportunity to successfully transition into multiple postsecondary options after high school.

HOW CAN EDUCATION BETTER SUPPORT THE MENTAL HEALTH & WELLBEING OF YOUNG PEOPLE? CONTRIBUTIONS FROM DEVELOPMENTAL PSYCHOPATHOLOGY & EDUCATIONAL EFFECTIVENESS RESEARCH

Frontiers Media SA How can education better support the mental health & wellbeing of young people? Research in the 1970s that addressed this question has since proven seminal to the development of two co-existing fields of research that continue to offer mutually informative insights: Developmental Psychopathology (DP) and Educational Effectiveness Research (EER). DP and EER share the common agenda of understanding factors that relate to individuals' learning and development: DP focuses on the individual learning and developing in context, EER investigates the educational systems, structures, and processes that shape how individuals learn and develop. Given the complementarity of DP and EER, it is

somewhat surprising that they have rarely joined forces and synthesised knowledge to develop a fuller understanding of the roles educational contexts play in the mental health and wellbeing of students. This Research Topic aims to stimulate such collaboration.

SUPPORTING PEOPLE WITH AUTISM THROUGH ADULTHOOD

The Stationery Office *Autism, which includes Asperger syndrome, is a lifelong condition which affects the way in which people interact with the world around them. There are estimated to be 400,000 adults with autism in England, many of whom may require specialised support. Yet the NAO found that most NHS organisations and local authorities do not know how many people with autism there are in the areas they serve, and three quarters of local authorities do not have a specific commissioning strategy for adults with autism. GPs and social care staff have low awareness of autism and how to diagnose it, with 80 per cent of GPs surveyed reporting that they need additional guidance and training in order to identify and treat patients with autism more effectively. Around 200,000 adults with autism do not have a learning disability. This group often fails to secure appropriate support, as health and social care services are traditionally configured for people with a learning disability, a physical illness or disability, or a mental health problem (which autism is not). Three quarters of local authorities said adults with autism who do not meet eligibility criteria experience or report difficulties accessing the services they require. Almost two thirds felt that current services for adults with autism are limited. Providing specialised support could improve outcomes for this group of people and their carers, and potentially enhance value for money, as the costs of establishing such support could be outweighed over time by overall savings. There are few specialised employment support services for people with autism. A lack of understanding of autism is a significant barrier to gaining employment and more training is needed for those delivering employment support and those administering benefits.*

SERVING LIBRARY USERS FROM ASIA

A COMPREHENSIVE HANDBOOK OF COUNTRY-SPECIFIC INFORMATION AND OUTREACH RESOURCES

Rowman & Littlefield *Asian populations are among some of the fastest growing cultural groups in the US. This book is a comprehensive guide to serving library users from 24 specific Asian countries. It begins with a broad overview of how libraries can better serve Asian communities and then devotes a chapter to each country, providing wealth of valuable resources.*

LIFESPAN TRANSITIONS AND DISABILITY

A HOLISTIC PERSPECTIVE

Routledge *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.*

EDUCATION IN SINGAPORE

PEOPLE-MAKING AND NATION-BUILDING

Springer Nature

EDUCATION AT A GLANCE 2021 OECD INDICATORS

OECD INDICATORS

OECD Publishing *Education at a Glance is the authoritative source for information on the state of education around the world. The 2021 edition includes a focus on equity, investigating how progress through education and the associated learning and labour market outcomes are impacted by dimensions such as gender, socio-economic status, country of birth and regional location.*

TEACHING COMPUTATIONAL THINKING AND CODING IN PRIMARY SCHOOLS

Learning Matters *This core text for trainee primary teachers is a guide to the teaching of computing and coding, and provides an exploration of how children develop their computational thinking.*

TRANSITIONS TO SCHOOL: PERSPECTIVES AND EXPERIENCES FROM LATIN AMERICA

RESEARCH, POLICY, AND PRACTICE

Springer Nature *This book showcases the quality work that Latin American researchers have done on transition to school in Latin American countries by offering the English-speaking world, first-hand access to some Latin American transitions research, practices, and policies. This book shows the work carried out in countries such as Brazil, Chile, Cuba, and Mexico with regards to the way in which the transition to primary school is experienced from different stakeholders' perspectives,*

and how Latin American educational policies and cultural practices shape such an important process for stakeholders. This book was importantly framed by the COVID-19 pandemic which placed the world in a global health emergency, and it is our hope that this book will trigger future international collaborations between researchers, policy makers, and practitioners interested in transitions which could help produce a wealth of empirical evidence to inform educational policies and transitions practices across the world. Building networks where diverse experiences are valued and respected, as well as analysed, can help provide a platform that supports educators and researchers as they continue their work and branch out in new and challenging directions.

PRIMARY CARE OF THE CHILD WITH A CHRONIC CONDITION E-BOOK

Elsevier Health Sciences Written by nurse practitioners for nurse practitioners, this one-of-a-kind resource provides the expert guidance you need to provide comprehensive primary care to children with special needs and their families. It addresses specific conditions that require alterations in standard primary care and offers practical advice on managing the major issues common to children with chronic conditions. A consistent format makes it easy to locate essential information on each condition. Plus, valuable resources help you manage the issues and gaps in health care coverage that may hinder quality care. This is the only book authored by Nurse Practitioners that focuses on managing the primary health care needs of children with chronic conditions. More than 60 expert contributors provide the most current information available on specific conditions. Comprehensive summary boxes at the end of all chronic conditions chapters provide at-a-glance access to key information. Resource lists at the end of each chronic condition chapter direct you to helpful websites, national organizations, and additional sources of information that you can share with parents and families. Updated references ensure you have access to the most current, evidence-based coverage of the latest research findings and management protocols. Four new chapters — Celiac Disease, Eating Disorders, Muscular Dystrophy, and Obesity — keep you up to date with the latest developments in treating these conditions. Autism content is updated with the latest research on autism spectrum disorders, including current methods of evaluation, identification, and management. Coverage of systems of care features new information on how to help families obtain high-quality and cost-effective coordinated services within our complex health care system. Easy-to-find boxes in the chronic conditions chapters summarize important information on treatment, associated problems, clinical manifestations, and differential diagnosis.