

EDITORIAL

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This fifth volume of the *International Journal of Transitions in Childhood* addresses transition to school in Finland and Germany. While it is a small volume, we believe it is important to publish these papers to provide currency of research around transitions.

In the Finnish paper, Annarilla Ahtola and colleagues report an investigation at the exosystem level of the transition practices between elementary schools and partner preschools in two municipalities. Analyses of documents and questionnaire and interview responses suggest that despite similarities between municipal-level activities, the transition itself, including the complexity of transition opportunities and procedures was handled in different ways in each municipality. The authors raise issues associated with the teacher and school-level factors such as resources and policies for building mutual transition processes between schools and preschools for improving the transition to school.

Elke Reichmann's paper addresses a relatively new area of research around transitions – the perspectives and attitudes of parents about their role in the transition process, and builds on previous research in Germany about school-parent communication and parents' roles as children start school. In comparing interviews with parents and with children, showed that parents' attitudes to school were reflected in the attitudes of their children. Not unexpectedly, children were more likely to be anxious and fearful when their parents had high expectations or their child's academic success and high performance in school. Parents reported about their own transitions to being parents of a school child. Changes were mostly associated with external aspects such as 'having to organise the day differently or supervising homework' while intrapersonal aspects like dealing with their own emotional state tended to be deferred in favour of their child's well-being. Reichmann concludes that the role of parents and their internal processes in transition needs to be addressed more purposefully including ways that parents can be supported to better support their children as they start school.

Together these papers remind us of the importance of collaborative and mutual relationships between all those involved in children's transition to school.