

LEARNING ALONG A CONTINUUM. PROMOTING CONTINUITY OF CHILDREN'S LEARNING AND SOCIALISING EXPERIENCES ACROSS PRE-SCHOOL AND PRIMARY SCHOOL THROUGH INTEGRATED PRACTICES.

The Italian case study will **focus on the co-construction, experimentation and documentation of transition activities linking children's learning and socialising experiences along a continuum.** In line with to the overall methodological framework of the project, **the action-research study carried out within the Italian comprehensive school institution 'D.D. Vignola' will consists of 4 interconnected phases which link academic research to the design, implementation and evaluation of educational practices aimed at promoting continuity of children's learning experiences across pre- and primary school institutions.**

The 4 phases of the research action are structured as follows:

1- focus groups carried out with teachers and parents – whose children are attending the last year of pre-school – in order to analyse in depth the needs of local target groups. For the same purpose, **classroom observations** will be carried out in order to gather relevant information on how children's learning and socialising experiences are taking place within the **pre-school settings** investigated;

2- elaboration of an action-research plan for the improvement of existing transitions practices by building on the outputs of the first joint training event (led by the Pen Green Centre in Corby) during which teachers have been provided with the knowledge and tools for designing participatory research with children and parents;

3-experimentation of innovative transition practices (2 primary school teachers carry out a continuity project together with 2 colleagues who are responsible for the group of 5-years old children in pre-school by working jointly with the same group of children) accompanied and supported through pedagogical guidance and coaching by university researchers and school coordinators;

4-the data collected through focus groups with professionals and parents, as well as through children's observations, will be qualitatively analysed for the evaluation of the transition practices experimented.

In this way, the research and experimentation activities carried out in the case study will contribute not only to the qualification of school's transition practices but also to the professional development of teachers in the broadest sense. The case study report will be published in English as open-access resource on the project web-site and its related materials – consisting of the documentation of the experimentation carried out in the school – will be published in Italian on the D.D. Vignola web-page (www.direzionedidattica-vignola.it).