

CONTENTS		
Contents		iii
Editorial	<i>Marilyn Fleer</i>	iv
Review Panel		vi
Guidelines for authors		vii
Children Starting School: What Should Children, Parents and School Teachers Do?	<i>Sue Dockett and Bob Perry</i>	1
Does Adjustment at Preschool Predict Adjustment in the First Year of Schooling?	<i>Kay Margetts</i>	13
Parents' Transition to School	<i>Kris Westcott, Bob Perry, Sue Dockett, Kathy Jones</i>	26
'Cause They Trust Their Parents, Don't They?' Supporting Literacy in the First Three Years of Life	<i>Laurie Makin and Susan Spedding</i>	39
What Should Early Childhood Teachers Know and Be Able to Do? Who Decides?	<i>Laurie Makin and Susan Spedding</i>	50
Beyond the Obstacle Course: Developing Movement Skills in Young Children	<i>Lesley Sanders and Margaret Sims</i>	58
"I Put the Caterpillar in because he was Tired": Young Children's Attitudes and Teachers' Responses in Science Lessons	<i>Sharon Russo and Leonie Rennie</i>	70
A Culture of Learning in an Informal Science and Technology Museum Setting?	<i>Kevin Watson, Peter Aubusson, Frances Steel and Janette Griffin</i>	81
Employment Outcomes for Children's Services Graduates	<i>Margaret Sims</i>	97
Principals' and Teachers' Stance Towards P1 Composite Classes	<i>Elizabeth Stamopoulos</i>	108