

This dissertation provides a dynamic-theoretical framework for the study of young children's transition to early education. The lack of an overarching and unifying theory concerning the transition to school served as a catalyser to develop a new dynamic model (the SiT Model, for Security in Transition). Sense of Security, the core concept thereof, is conceptualized as an equilibrium trajectory that is automatic in 'self-organizing' when challenged by perturbations (as those characteristic for the passage to the early education) but which tends to return to stability and thereby adjusting to the new situation. Sense of security is co-constructed by dynamic interaction between within-organism factors and factors between organism and context, and is continuously being evaluated yielding feedback about (minor) fluctuations as a result of events in real time. Reciprocal influences of 'real time' and 'developmental time', shaping a child's developing security trajectory, are also addressed. A few mechanisms of adjustment are described and a mathematical model pertaining to sense of security, predictability and school exposure is suggested, validated and simulated.

THE TRANSITION TO EARLY EDUCATION

# THE TRANSITION TO EARLY EDUCATION

A dynamic theoretical framework



R.M. Carrière



Raphaëla Maxine Carrière