

University of Groningen

Well begun is half done

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Propositions

Well-developed motor skills equip a child with essential assets for (the development of) school readiness (this dissertation)

A child's relative standing concerning emerging school readiness skills is certainly not set in stone (this dissertation)

Relatively strong motor skills can act as long-term compensation mechanism for other less developed skills (this dissertation)

Studying school readiness patterns requires a person-centered approach (next to a variable-centered approach) to tap the whole picture of a child (this dissertation)

Rather than considering school readiness profiles as either stable or unstable, it is more informative to discuss the degree and nature of longitudinal stability and change (this dissertation)

Interpersonal coordination is a highly dyad-specific, task-specific, fluid, and inherently variable phenomenon (this dissertation)

To be sensitive to the varying strengths and needs of each individual child, early childhood education and care professionals should not use a 'one size fits all' and/or 'fits all the time' approach

Keep everything as simple as possible, but not simpler (Albert Einstein)

Developing school readiness is comparable to learning to dance. The purpose is not only to learn the choreography, but also to enjoy each step along the way (adapted from Wayne Dyer)

Behind every successful dissertation, there is a complex dynamic project system

Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these (Matthew 19:14)