

Chapter 10

Parents' Emotional and Academic Attitudes Towards Children's Transition to Preschool Class – Dimensions of School Readiness and Continuity

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10.1 Introduction

Starting school is an important milestone for both children and parents. The issue of children's transition from preschool to school has been a recurring issue on international political agendas (Organisation for Economic Co-operation and Development (OECD) 2006). These political discussions are often based on perceptions that children's transitions are problematic, and therefore must be handled carefully. For this reason, focus has been directed towards building bridges and easing the transitions between different school settings, with the overall aim being to simplify transitions for children (Ecclestone 2009). International research shows that the way children make transitions between different school settings not only affects their start to school, but also has potential to influence their future academic outcomes (Bulkeley and Fabian 2006; Fabian 2002; White and Sharp 2007). However, few studies problematize the risks or opportunities with various transition experiences. Above all, there is a lack of research that takes parents' experiences of their children's transitions as its empirical basis.

Therefore, this study examines Swedish parents' expectations and concerns about their children's upcoming transition from preschool to the preschool class. Comparisons are also made between statements of parents who already have older children in school and statements of parents whose oldest child is now making the transition to preschool class, to detect whether or not parents' previous experiences with their older children influence their expectations and concerns.

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10.2 Children's Transition from Preschool to School in Sweden

The following section presents the educational context in which the transition from preschool to school takes place. In Sweden, children attend preschool between ages of 1–5 years. The year they turn six, they make the transition to the preschool class. At age seven, they enter first grade in the compulsory school (Fig. 10.1).

Even if the Swedish preschool class still is a voluntary school year,¹ it is most often located on school premises. This means that the transition to the preschool class involves a physical movement from a preschool environment to a school environment. The preschool class is designed to act as a bridge between preschool and school traditions and educational approaches: the purpose of the preschool class is to relate to both preschool and school and the pedagogies of these institutions, in order to “smooth” children’s transition between them.

While parents’ voices about their children’s transition to school are almost absent in national research, a few Swedish studies (Ackesjö 2014; Fast 2007; Lago 2014; Sandberg 2012; Skoog 2012) focus on children’s perspectives as they make the transition to and/or from preschool class. These studies provide consistent evidence of discontinuity between the preschool class and grade 1, as teachers in these different settings share little common understanding of the different settings and expectations. As a result, children’s prior knowledge is often not recognized and it is difficult to create continuity between the school settings. This makes the transitions from preschool to preschool class and further on to school a big step for children to take.

International research has shown other dilemmas for children that deal with understanding the complexity of the school environment, for example, greater numbers of children and fewer adults, and managing different interactions. Fabian (2002) also argues that the children’s changing status can create confusion. When children start school, they soon realize that they are among the smallest and youngest in school, which is a big change from being the oldest in preschool.

The time before and after starting school can be seen as an important and, for some children, critical period of life. The start of school implies changes, which can have an impact not only on the initial period in school, but also a future perspective. The transition from preschool to school involves children being required to adjust to

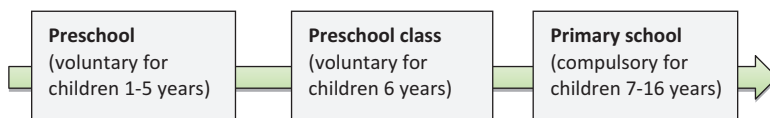


Fig. 10.1 The Swedish school system

¹ However, a majority of the political representatives are now working towards making the Swedish preschool class mandatory for all 6-year-olds.

the school's culture (Fabian 2002). In addition, Ackesjö (2013, 2014) states that the transition is not only about adaptations to the new. It is also about separation from earlier practices and important relationships. At the same time as children are finalizing their time in, and separating from preschool, they must adapt to the preschool class. This period can therefore be an unstable time where synchronous exit and entry processes in different school forms are drifting into each other. Children can be excited over "starting school" but also worried about the actual transition to the school environment. Ackesjö's (2013) study also implies that even if children are well prepared, they can "get lost in transition". This suggests that teachers in preschool have a certain responsibility to facilitate the transition process for the children, by helping them separate, disengage and finalize their time in preschool. In this process, the support from the children's parents could be considered as crucial.

10.3 Parents in Transition

Becoming a parent of a school child is a part of a transition process. A study by Ackesjö (2010) has shown that while children often are prepared and ready for the transition, their parents may have a harder time to adjust to all new aspects of the school context. According to teachers in the 2010 study, parents of children in transition to school often express concerns about their children's safety at school.

The objective of the Swedish preschool class is to act as a bridge between preschool and school. One preschool class teacher describes this objective as: 'Bridges shall be built for children, parents and other teachers. Building bridges in children's learning is also important. Creating positive transitions is an important part of our work' (Ackesjö 2010, p. 71). Consequently, bridges must also be built for the parents in transition.

Children's transition to school affects all family members – it is not only a transition for the children (Westcott et al. 2003). Family support plays an important role in preparing children for the transition to school, and in providing continuity. However, parents draw on their own experiences and perceptions as they participate in their children's transition to school, and research (Dockett and Perry 2007) has shown that children and parents report different perspectives and worries about the transition to school. Becoming a parent of a school child for the first time can be a shock. Griebel and Niesel (2013) argue that parents in transition face discontinuities and challenges at the individual level (changes in their own identity, coping with strong emotions), the interactional level (building new relationships with teachers and parents) and the contextual level (meetings with new educational environments including the before and after-school programmes) (see Chap. 2).

To sum up, research has shown that the transition to school is a time of both vulnerability and opportunity for children and families as new relationships and new contexts are explored (Dockett and Perry 2013). Well-being for both children and parents seems to be an important criterion for a successful transition. Indeed, families play an important role in children's transition to school. This implies that both children and parents need to be informed and prepared for the transition.

10.4 Transitions and School Readiness

Research has shown that parents' and teachers' discussions about children's transition to school soon turn toward children's readiness for school. There is also often a connection found between age and gender and a perceived state of readiness (Dockett and Perry 2007). Historically, early childhood educators have been reluctant to define the concept of school readiness (Saluja et al. 2000). This attitude could be explained by former approaches to the concept that stressed the maturity of the child as the primary indicator for school readiness, with maturity meaning that the child would be able to do quiet, focused work in primary school. The trend has now changed considerably, and the definition of children's readiness for school has undergone a major shift during the past decades towards a more socially-constructed concept. Recent approaches stress the relationships between the child and the surrounding environment (Murphy and Burns 2002). From this perspective, school readiness is to be seen as a result of interactions between the child, the environment and cultural experiences (UNICEF 2012). However, some educational systems (like in the USA, France and the UK) use a narrow pre-academic educational approach that stresses children's literacy and numeracy skills as indicators of school readiness, while others (like in the Nordic countries) use a social pedagogic approach that stresses a broader preparation for life beyond the years in school (OECD 2006).

In their school readiness conceptual framework, UNICEF (2012) draws parallels between school readiness, improved academic outcomes in primary and secondary school, and positive behavioural and social competences in adulthood. The UNICEF report (2012) also links school readiness to building human capital and economic development. The definition of readiness published by UNICEF (2012) identifies three interlinked dimensions: (a) children's readiness for school, (b) schools' readiness for children, and (c) families' and communities' readiness for school. These dimensions can be directly linked to the new trend in defining the concept of school readiness, which is now seen as a result of interactions between the child, the environment and cultural experiences. However, all three dimensions are equally important and must work together. In addition, transitions also require connections between individuals, families and school systems (see Chaps. 2 and 15).

10.5 Theoretical Framework

This study explores parents' expectations and concerns about their children's upcoming transition from preschool to the preschool class. This focus also includes how parents describe their children in transition. This study assumes a socio-cultural perspective on transitions, which emphasizes changes in participation in different contexts (Rogoff 2003). Surroundings, relationships and contexts therefore become key aspects of the transition process. The socio-cultural environment is an important factor that shapes the experiences of transition. From this perspective, the

transition is considered as both a process and a result of socio-cultural interactions (Chick and Meleis 1986).

The focus on the parents' understandings of the children's transition to school assumes that the child and the family are embedded within social, cultural and historic contexts and influences (Rogoff 2003) as they are part of different educational contexts. This definition of the transition takes a more cultural perspective in which transitions are understood in a broader socio-cultural context. This influences the empirical data: parents' descriptions of their children's transitions are sensitive to culture, context and diversity (Pence and Nsamenang 2008).

Moving into a new context (as from preschool to the preschool class) theoretically implies crossing a border. The border concept can have negative connotations because it may suggest difficulties in gaining access. Indeed, borders can create divisions and lead to separations and fragmentation. But borders can also be places for meetings between perspectives and opening up new opportunities (Wenger 2000). Newman (2006) contends that it is often when the borders are breached that they are seen and noticed; borders can reflect differences experienced between those who belong to the community and those who do not. Tuomi-Gröhn et al. (2007) argue that border-crossings, such as transitions, involve an encounter with something new: going into a new territory and facing something unfamiliar.

This theoretical perspective implies that when parents give meaning to a context, they also establish a border to something outside this border. When marking borders between different school forms, one also contributes to the maintenance and reproduction of both cultures and contexts. From such a theoretical perspective, borders become symbolic markers or manifestations of a cultural, social or political practice. By marking borders, parents may more easily understand and define both the transition and the different contexts, but also more easily understand their children in transition.

Children's transitions between school forms are socio-culturally based in a society with an educational system where the cultural framework provides the conditions under which the transitions can occur. Children are engaged in transitions from one school form to another in a given space and time within the educational system. From a socio-cultural perspective on transitions, children are regarded as active individuals who develop expectations about what will happen through negotiations. These expectations can be reciprocal between, for example, the children, parents and teachers, and are developed in daily interactions and routines. In accordance with the theories of Vygotsky (1978), parents' experiences of their children's transitions could be considered individual reconstructions and variations within the collective, historical and cultural framework provided. Such an approach makes it possible to study the parents' experiences, perceptions and understandings of their children's transitions and to make visible the variations and nuances that emerge.

10.6 Method

The empirical data for this study consist of 176 questionnaires answered by parents of children who were about to make the transition from preschool to the preschool class by the end of the preschool year of 2012. One hundred and five of the parents were becoming parents of a school child for the first time. Seventy-one of the parents already had older children in school.

A questionnaire is a suitable instrument for a structured approach in order to construct data from a larger number of respondents, and the responses are often possible to compare (Wilson and McLean 1994). The questionnaires were answered a few months prior to the actual transition from preschool to the preschool class, when the headmasters of six different schools invited parents to visit the school to gain information about the preschool class and the school environment.

The questionnaire consisted of one section with nine multiple-choice questions. Inspired by Dockett et al. (2002), the second section in the questionnaire consisted of one open question asking for qualitative answers: *Write what comes into your mind when you think about your child starting the preschool class.* This open-ended question encouraged parents to consider things that were important for them as well as what worried them in relation to their children's transition. This chapter focuses on this open-ended question.

The first step in the analysis process involved several readings of all questionnaires. In the second step the parental descriptions of the children's transition were read closely. However, there were dilemmas in analysing these descriptions. Some answers were written at length and directly possible to analyse. Other descriptions consisted of brief comments and were accessible only after some interpretation and consideration.

Finally, a thematic content analysis (Kvale 1997) was made. The aim was to find the most central themes and the most important information the parents provided on the questionnaires. When the key themes emerged, one layer of analysis sought to determine any group differences between parents who were becoming parents of a school child for the first time and parents who already had older children in school). The themes were then analysed theoretically using border theories and socio-cultural theories.

10.7 Results

The parents' descriptions of what came to mind when they thought about their children's transition to the preschool class varied from longer arguments to a few words. Descriptions of strong emotions, pride, worry and curiosity, but also grief about loss, were identified. Three themes were found: *The transition as a big change and a critical event*, *The big and competent preschool child ready for transition* and *The small school child in need of care*.

10.7.1 The Transition as a Big Change and a Critical Event

Common for almost all parents in both groups (parents experiencing the transition for the first time and those who already had experienced a child making the transition to the preschool class) was the notion of the transition as *a big change and a critical event* both for themselves as parents as well as for the children – an important step on a new journey:

It is development for my child. Preparation for the school start. The entrance to future adult life.

It is an important step in life. It is important to get a good start.

The toddler age is over. Now a new journey begins.

We expect that the preschool class will be more like school.

The notion of the transition as a big step for children to take was common for most parents, and could be perceived as both negative and positive. The statements above illustrate how family and school are embedded within social, cultural and historic contexts and influences (Rogoff 2003) – leaving preschool seems to be embedded in a notion of “stepping into the adult life” (school) and “leaving childhood (preschool) behind.”

In their statements, these parents theoretically marked a border between preschool and the preschool class. Crossing this border implies that children are going into a new territory and facing something new, important and rather unfamiliar (Tuomi-Gröhn et al. 2007) after the transition.

The analysis shows that the parents' comments contain an understanding of preschool, preschool class and school as different social and cultural practices. All children make transitions in educational systems which are predetermined historically and framed by educational policy. Preschool, preschool class and grade 1 in Sweden are different school forms which are most often separated at different locations. Even when preschool classes are integrated on school premises, the preschool class and first grade can be located in different spaces. This means that the distance and differences between school forms are created (Ackesjö 2015), which causes discontinuities that children have to manage in transition.

Parents' comments, and the way they marked borders, suggest differences between the cultural and social practices. Such statements also maintain and reproduce the dichotomy between preschool and the preschool class as separated socio-cultural and tradition-bound contexts.

10.7.2 A Big, Competent Preschool Child Ready for Transition

Within this theme, parents pointed out that their children had been longing to start school. The children were described as “ready” for school as they had developed an interest in learning more:

It is time for our child to move on.

She is ready to start school. She has longed for this for a long time.

We awaited this. It fits well now when the interest for reading and writing has begun.

As the parents commented on their children's move to the preschool class, they also marked a border (Wenger 2000) between preschool and preschool class. The children were described as ready for higher standards and more school-like learning, ready to move on and to cross the border. When crossing the border, *new opportunities for learning* and formal schooling seem to be expected by parents:

I have great expectations that he will get to learn a lot.
She is excited to start school and learn to read and get better at counting.

Overall, the focus in these descriptions is predominantly on learning – children's readiness for school is described in terms of skills and knowledge that children demonstrate, already possess or want to learn. These parents also expect that their children will meet another form of education after the transition to the preschool class. There seems to be an expectation that children should be *educated and disciplined to be responsible pupils* after the transition. The parents describe thoughts about the preschool class as an arena for traditional instruction. The transition to a more discipline-driven school form is described as positive:

It feels exciting, and I hope that teachers take a hold and give children more stimulus. I also hope that teachers have clearer rules for the children.
It is important that they learn some school discipline before what is to come.
Now it becomes a little more serious in preparing for school.

Overall, these parents ascribe relatively high standards to the new school form, expecting that it will be “something else” to go to preschool class compared to attending preschool. The parents seem to describe their children as “tired” of preschool, and there are indications that both children and parents look forward to leaving the world of preschool, as well as leaving the toddler period of life. The children are more or less described as big and competent preschool children. Parents seem to regard the transition as crossing the border into a new world, the world of hard work and discipline.

The analysis reveals notions of *the child who is ready for school*. The descriptions within this theme come primarily from parents who already have older children in school, even though some first-time transition parents also elaborated on their expectations in ways that reflected this theme. One conclusion that could be drawn is that the parents whose comments were categorised in this theme seemed to express no or very little concern or worry about the transition. They mostly described their children as ready for school and further learning and also ready to enter a new context. They felt confident about their children (finally) leaving preschool and entering the new school forms that offered new challenges.

The parents also described preschool and the preschool class as two different contexts with a clear border in-between (Newman 2006). Here, the border concept obtains a positive connotation, as children's learning as well as new challenges come into focus – the border-crossing offers new opportunities for children (Wenger 2000). This implies that the UNICEF (2012) dimension *children's readiness for school* is the most visible in these parents' descriptions. This dimension of readiness focuses on the children's development and learning and refers to being prepared to enter school, ready and eager to learn in order to succeed in a structured learning setting (Kagan 1999). The parents described the transition as changes in participa-

tion in different contexts (Rogoff 2003); contexts that offer more differences than similarities and contexts with a clearly marked border in-between.

10.7.3 *A Small School Child in Need of Care*

Within this theme, parents described the transition from preschool to the preschool class as *a major adjustment* for both parents and children. In contrast to the parents in the previous theme, these parents described the transition as crossing a maybe too big border:

He is leaving a safe preschool environment for the world of school. It feels like an enormous step.

I do not want the children to lose the playful learning.

I think about them being the smallest and youngest, and being mixed with older children, which can create a tougher environment.

One parent elaborated further on worries and expectations and the meeting with the school culture:

I am afraid that the preschool class will be too much like "school", i.e. too high demands, too much responsibility and so on. I'm afraid that the preschool class has been coloured a lot by school instead of being characterized by pre-school education. Do not want to lose the playful learning for the children. I think it's too big a gap between the school forms for many children.

In statements such as this, parents also marked a border (Wenger 2000) for children to cross during the transition. The preschool class is described as a school form with maybe 'too high demands' on children. In contrast to the previous theme, the border concept here obtains a negative connotation suggesting difficulties, fragmentation and separation. Again, this border-marking reproduces a dichotomy between preschool and school as two separated socio-cultural contexts, but also a dichotomy between play and learning.

Within this theme, the parents also described their children as vulnerable and in need of *security and care*. Parents' feared that their children were not going to receive the support and help they need:

As a parent, I feel that the children are still small and need a lot of support in both play and learning, and also need help with getting dressed when they go out.

Will he be well taken care of?

Are there adults present outside during all breaks? Do the teachers in school notice our children as the teachers in preschool do? Or will our children disappear in the crowd?

I think of safety (from the small to the big environment), tying shoes, going to the toilet ... are adults around?

There's not as much supervision outside on the yard – this is a huge concern.

The parents also described how their children were *in need of safe relationships*, and that transitions may become a problem when the classes are too big or when present classes are split up and best friends end up in another class:

I hope that the class is not going to be too big. And that he ends up in the same class as his friends.

It's a bit sad that she did not get to keep some of her friends in the new class.

25 children in one class? Isn't that too many? Do the teachers have time to take care of all those children?

The parents described children's relationships with other children as important in the transition. This is a result that earlier studies have also indicated (Ackesjö 2014; Ackesjö and Persson 2014) – transitions between school forms can constitute relationship-breaking processes. From a parent's point of view, new relationship building may compromise children's feelings of safety in the transition.

The analysis revealed notions of *the vulnerable child in need of care and security*. These descriptions primarily came from parents whose oldest child was now making the transition to the preschool class, even though some parents with older children already in school also elaborated on their expectations of the transition within this theme. These parents did not describe the transition as a time for learning and new challenges as did the parents in the first theme. On the contrary, they had the children's social, relational and emotional well-being in focus, and seemed to worry whether or not the school was a safe environment for their children emotionally.

Even in this theme, parents described preschool and the preschool class as two different contexts, and noted that the transition involved changes in participation in the different contexts (Rogoff 2003). However, the expected differences between these contexts, and fear about an excessive gap in-between them, caused these parents to have concerns. These parents described the transition as crossing a border that was 'maybe too big'.

These parents' descriptions reframed the concept of readiness. Within this theme, the UNICEF (2012) dimension *schools' readiness for children* becomes most visible. UNICEF describes child-ready schools as child-centered and focused on children's holistic development and comprehensive learning. Such schools are inclusive and based on the principle that all children have the right to education (UNICEF 2012). This kind of environment seems to be what these parents wanted for their children – but they feared that they would not get it.

The parents' focus within this theme was predominantly on the social, relational and emotional needs of individual children. From these parents' perspectives, making the transition to the preschool class was about adjustment to new environments and relationships – and facing insecurity and unfamiliarity.

10.8 Discussion

The aim of this study was to examine Swedish parents' expectations and concerns about their children's upcoming transition from preschool to the preschool class. The results show that all parents, regardless of whether or not they have previous experiences of the transition to preschool, considered this transition as a big change and a critical event for children. Leaving preschool seems to be embedded in a

notion of “stepping into the adult life” (school) and “leaving childhood (preschool) behind” which could be perceived as both positive and negative.

The way the parents described their children in transition is closely connected to the concept of “school readiness”. In this study, parents indicated that children can be more or less ready for school. However, research has shown that families, children and teachers may differ in the ways they interpret and understand what “being ready for school” means (Graue 1993). The two groups of parents involved in this study varied in the way they talked about their children’s transition to the preschool class in terms of school readiness. From the results of the present study, school readiness can be described as a social and cultural construction that differs across contexts, situations, expectations and previous experiences. When parents described their children’s upcoming transition to the preschool class, they tended to draw on previous experiences with older children starting school. If they did not have such experiences, they tended to express more worries about their children’s transition.

10.8.1 An Emotional vs. An Academic Attitude Towards the Transition – Dimensions of Readiness and Continuity

Parents, primarily those whose oldest child was making the transition to the preschool class, seemed to be more concerned and worried about the transition than parents who had already had a child make the transition to the preschool class. Parents who were experiencing the transition for the first time described their children as “small and vulnerable” and not always ready for the transition to the school environment. They feared that their children needed to make significant social adjustments to the new physical and social environment after the transition. These parents anticipated that the children’s emotional stability and security would need to be reconstructed after the transition to the school context. As they focused mostly on the children’s security and emotional well-being, they presented an emotional attitude towards children’s transition to the preschool class. Here, the border concept seems to obtain a negative connotation. This group of parents also seemed to prefer continuity in their children’s learning journey as well as continuity of the preschool education and play programs after the transition. They seemed to desire some kind of “educational continuity” (Ackesjö 2014), with teaching based on the children’s experiences from preschool, and at the same time opportunities for further development and deepening of already developed skills.

In addition, parents who had older children already attending school, had previous experiences and knowledge about the school environment and the transition to the preschool class. They felt quite confident about their children leaving preschool and entering a new school form with all the new challenges the transition offered. These parents described their children as ‘ready’ for school. They focused primarily on academic outcomes, higher standards, and the skills and knowledge their children demonstrated and/or are willing to develop further; these parents present a

Table 10.1 Summary of results

Swedish parents' expectations and concerns about their children's upcoming transition from preschool to preschool class	
<i>Predominantly parents who have older children already attending school</i>	<i>Predominantly parents whose oldest child is making the transition</i>
Children are ready for school	The transition involves a major adjustment for children
The transition involves new opportunities for learning	Children are in need of security and care in the transition as well as after the transition
Children are supposed to be educated and disciplined to be responsible pupils after the transition	Children are in need of safe relationships in the transition as well as after the transition
Feelings of excitement and eagerness toward the higher demands on children after the transition	Feelings of fear toward the higher demands on children after the transition
Children's readiness for school – An academic attitude towards transition	School's readiness for children – An emotional attitude towards transition

more academic attitude towards children's transition to preschool class. Here, the border concept seems to obtain a positive connotation. These parents mostly described their children's readiness for school and expectations of a clear break with preschool rather than a desire of continuity of the preschool education.

The way these parents described different attitudes towards their children's transition indicates a dichotomy between preschool and school as two separated socio-cultural contexts – but also a dichotomy between (preschool) play and formal (school) learning. The results are summarized in Table 10.1.

Consequently, the results indicate a variation in the comments from the different groups of parents. However, there are also similarities. Above all, the parents described the transition as a big change and a critical event both for themselves as parents and for the children (see Chaps. 2 and 15). The end of the preschool period and the transition to the preschool class in school is, for all involved, experienced as an important step on a new journey. The parents seemed excited and enthusiastic.

Another similarity between the two groups is the excitement and/or worry about higher academic demands in school. This is perceived as both positive and negative. While some parents were looking forward to higher demands, more school-like education and more discipline, other parents feared the same, stating that their children were not ready. They feared that their children would miss out on playful learning after the transition. Based on this result one could say that parents, whose children were making the transition from preschool to the preschool class, were in an unstable time of synchronous exit and entry processes into and out from different school forms just like their children (Ackesjö 2013). This process generates a mix of emotions. Parents seem to be somewhat excited over the fact that their children are about to start school, but at the same time also worried about the actual transition to the school environment.

10.8.2 *Implications for Practice*

Based on the results, it is possible to discuss the concept of continuity in relation to transitions and to school readiness. In transitions, similarities and differences between different educational settings come in focus. Some parents desire “clean breaks” with preschool education and emphasise their children’s readiness for school. Other parents desire continuity of preschool education after the transition and worry about the school’s readiness for their children. These different expectations raise questions about continuity – in particular, about whether it is possible to construct continuity in transitions between school forms. Continuity can be described as the creation of consistency or coherence. However, consistency and transition are concepts that in themselves may seem contradictory (Ackesjö 2014; Dehnæs Hogsnes and Moser 2014). Transition implies crossing a border into something new. Results from earlier research (Ackesjö 2014) show that transitions are processes characterized by discontinuities, such as in environments and relationships. Transitions between different educational settings are about change and are rooted in a society with an educational system where cultural frameworks represent the conditions under which the transitions can occur.

Early childhood practitioners, professionals and researchers all seek to improve transitions between school forms and to provide opportunities for preparation, to minimize achievement gaps and to ensure that children’s first experiences of school are positive and safe (Pianta and Kraftt-Sayre 1999). With this in mind, it seems to be an important task to prepare parents for the transition and to help them construct fair images and proper expectations of the preschool class and of what it is like to be a pupil in school. This also correlates with Griebel and Niesel’s (2013) research that shows how the well-being of parents in the transition of becoming a parent of a school child could be an important criterion for a successful transition for themselves and subsequently for the child (see Chap. 2). It is important for educators to recognize parents’ concerns, their academic and emotional attitudes towards the transition, and to acknowledge the changes in parents’ roles, in their identities as caregivers, and in their new responsibilities as parents of a school child.

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