TRANSITION PRACTICES OF SENDING AND RECEIVING TEACHERS FOR SCHOOL READINESS

By

Student Name: SARASWATEE RAJIAH

Student Number: 213573530

A full dissertation in fulfilment of the Degree of

Doctor of Philosophy (Higher Education)

In the School of Education

(Edgewood Campus)

University of KwaZulu-Natal

Supervisor: Professor Jayaluxmi Naidoo & Professor Rada Tirvassen

2022

Acknowledgements

Declaration

I, Saraswatee Rajiah, declare that,

1) The research study in this thesis, except where otherwise indicated, is my original work.

2) This thesis has not been submitted for any degree or examination to any other university.

3) This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

4) The thesis does not contain other persons' writing unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted then:

  a) their words have been rewritten but the general information attributed to them has been referenced.

  b) where their exact words have been used, their writing has been placed inside quotation marks and referenced.

 5) This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the Bibliography,

Signed…… ████████……………………………….

Date: 26th July 2021

As the candidate's supervisor, I agree to the submission of this thesis.

Signed…… ████……………………………………………

Figures used in the study

Tables used in the study

List of Appendices

Appendices	Description
Appendix A: Certificates and Letters	Ethical clearance certificate Letter from the editor *Turnitin* certificate Gatekeeper Permission Informed consent form for the participants
Appendix B Task-based Worksheets	First task-based worksheet Second task-based worksheet
Appendix C	Interview & Codebooks Interview Schedule: Pilot cases Interview Protocol Observation Protocol Code book for conceptual lenses Code book for interview transcripts Pilot case code file

Table of contents

ABSTRACT

Reforms in the Mauritian education sector have brought major changes in its education system. The lower birth rate has decreased the enrolment at preschools and primary schools, but the increase in number of schools has led to more pressure on transitions of children for sending and receiving teachers. Early childhood education is not being given due importance. Since the Millennium Development Goals on early years' education aim to achieve universal primary education, there is a need to ensure and promote school readiness and transition. The first research themes identified for the literature review are, "School Readiness", "National Curriculum Frameworks and Transition Practices", "Teacher-focused Transition Model" and "The Need for Preparing Children for Primary Schools". The underpinning theory for the study is "Consequential Transitions Theory" of King Beach. The research gap is that a comprehensive study could not be found which suggests a mechanism enabling smooth transition of children through practices of sending and receiving teachers, and the theoretical premise gap is that there is a dearth of scholarly literature addressing the transition from preschool to primary school through consequential transition. The research problem is "What approach should be adopted to enable school readiness in children for transition from preschools to primary schools through transition practices?" and the research question is, "What should be a framework for transition practices of sending and receiving teachers for school readiness of children?". The research objective is to formulate a-framework for school readiness of children through transition practices of sending and receiving teachers. A qualitative research design has formulated a framework for school readiness of children. Through framework analysis, five themes emerged and resulted in the core concept "Transition practices from preschools to primary schools". Data is interpreted based on each category. The findings have been summarised per research questions. A transfer scheme has been developed where observation grids have been constructed tailor-made for teachers from each setting. The study contributes to the transition from preschools to primary schools by addressing through school readiness of children.

CHAPTER 1
BACKGROUND AND INTRODUCTION

1.1   Background

In 1961, Nobel Prize recipient in economics James Meade, predicted dismal future for Mauritius on three counts. First, because of its weather; second, price shocks; and third, lack of job opportunities outside the sugar sector (Meade, 1961). The prediction was turned down by reliance on trade-led development, total factor productivity, increased export, and human development measures (Subramanian, 2009). Between 1976 and 2008, the gross domestic product (GDP) per capita of Mauritius increased more than ten times, from less than $500 to more than $6,000 (Zafar, 2011). During the period of late 1990s and 2000s, imports and exports flourished to contribute more than 100% of Gross Domestic Product. The country was able to move from sugar to textiles to a broader service economy through its successful economic diversification (Zafar, 2011).

The history of Mauritius began with colonialism as a 'fact of its origins'. Discovered by European explorers with no indigenous population, French colonialism started in 1725 and ended in 1810 with the arrival of the British. The British colony ended in 1968 when Mauritius got its independence (Aumeerally, 2005). The people of Mauritius originate from somewhere either through slavery, indenture, trade, or as French settlers (Barker, 1996). After independence in 1968, a national culture was created with the lack of myths associated with aboriginals and struggle against colonialism (Burroughs, 1976). Thus, the decolonisation program christened as "Mauritianisation" acknowledged the ethnic composition through policy of multiculturalism (Aumeerally, 2005).

The education system in Mauritius is based on English and French, which explains the curriculum and syllabus are independent of Mauritianisation (Hollup, 2004). The vision of the recent Mauritian Education Sector based on the Education Human Resources Strategic Plan 2008–2020 is focused on "Quality Education for All" (EHRSP, 2007, p.11). The Government of Mauritius revitalised the Zones d'Education Prioritaires (ZEP) to assist students in low-performing primary schools, for the development of a national strategy for tertiary education to increase the value of competitiveness in the global (WBR, 2006). The gross enrolment rate

in primary education is 108% for both girls and boys combined. The rate decreases to 105% in lower secondary, with a student transition rate to secondary school of 72% (MNEP, 2014). This suggests that there is a drop-out rate in the education system and the present study is focused on the same. Primary education was legitimated in 1991 and in 2001, 129350 children attended primary schools, out of which, 65655 boys and 63695 girls. This total represented 98% of the Mauritian population of primary school aged children. In 2017, the primary school population consisted of 92,989 (50.5% boys and 49.5% girls). There were 1,500 pre-primary schools and 279 primary schools in 2001, and 883 pre-primary schools and 318 primary schools in 2017 in the island of Mauritius. The lower birth rate has reduced the number of enrolments, but the number of primary schools has increased, leading more pressure on transition for both sending and receiving teachers.

1.2   Exploring the education sector in Mauritius

Early development and education, that is, the 0 – 5 age group is divided into two and covers two distinct phases, from 0 – 3 years and the 3 – 5 years. The Ministry of Gender Equality, Child Development and Family welfare is responsible for the 0 – 3 years which is called the infant/toddler period, while the Ministry of Education, Tertiary Education, Science and Technology is responsible for the 3 – 5 years old, that is, those children attending pre-primary schools.

Primary schooling follows the 6-5-2 system which is similar to the English system. It consists of a minimum of six years of compulsory primary schooling leading to the Certificate of Primary Education (CPE) examination. After successful completion of CPE examination, pupils are admitted to secondary schools which leads to the Cambridge School Certificate (SC) after five years (Forms I-V) and Higher School Certificate (HSC) or General Certificate in Education Advanced (GCE "A") level examinations after additional two or more years of schooling. HSC holders can join universities locally or abroad to pursue higher studies or, they can join the teaching profession or nursing which require two years of training and three years of further studies respectively.

Students who failed the CPE twice and have already turned 12 join the pre-vocational stream which are found in secondary schools. It is a compulsory three years schooling period guided by a specific and skills-based curriculum.

1.2.1   Reforms in the Mauritian education system

The Nine-Year Continuous Basic Education (NYCBE) been introduced by the Government of Mauritius in 2015. The new structure has been announced with an expectation to nurture the talents and aptitudes of the children such that they are able to choose their learning path (NYCBE, 2015, p.3). Table 1.1 presents the structure of 2015 Basic Education System as per the corresponding age group.

Table 1. 1: New Education Structure

S. No.	Level of Education	Duration (Yrs.)	Age Group (Yrs)
1	Early Childhood Care and Education	2	3–5
2	Basic Education	9	5–14
3	Post-Basic Education/Upper Secondary	4	14–18
4	Post-Secondary / Higher Education	Minimum 2	Above 18

Source: National Curriculum Framework NYCBE, 2015, Republic of Mauritius, p. 19.

The Government of Mauritius has realised the wide achievement gap in society caused by the CPE which represent a stigma of failure for many children (NYCBE, 2015). The purpose of the Nine-Year Continuous Basic Education (NYCBE) was brought in to ground higher education and lifelong learning. The 6 – 5 – 2 education system was replaced by the NYCBE. Table 1.2 exhibits NYCBE Structure (2015).

Table 1. 2: NYCBE Structure 2015

S. No	Grade	Level of Education	School Setting
1	Grades 1–6	Basic Education (Primary)	Primary Schools
2	Grades 7–9	Basic Education (Lower Secondary)	Secondary Schools
3	Grades 10–11	Upper Secondary	Secondary Schools/Academies
4	Grades 12–13	Upper Secondary	Secondary Schools/Academies /Polytechnics

Source: National Curriculum Framework NYCBE, 2015, Republic of Mauritius, p. 20.

The NYCBE Structure starts from Grade 1 (primary level) to Grade 13 (upper secondary level). It does not involve preschool education which is however considered as one of the levels of education in the new structure as presented in Table 1.1. Although, the reform document verbalises 13 years of compulsory education as per the new education system, it does not recognise preschool as a level of education. Thus, preschool duration is not included in the Nine-Year Continuous Basic Education Structure (NYCBE, 2015).

1.2.2 Transition practices of teachers in Mauritius

Experiences of children can provide a better understanding of transition, apart from the ecologies in which they develop and the experiences of their family (Dockett and Perry, 2007). Provision of high-quality early childhood education has been a matter of concern worldwide which led to the creation of various programmes as per cultural demands. It was noted by UNESO (2011), in the report of Global Education Digest, that there has been a 9% increase from 646 million to 702 million children in the provision of primary education worldwide in the past decade. This showed that the governments of many countries around the world are aware of the significance of this education level and the emphasis they lay on primary education. Furthermore, the programmes that are created to offer free and compulsory primary education reflect the commitment of all educational stakeholders and policymakers. Nevertheless, there has been an increase in drop-out and school failure rates as an increase in repetition rates became common (UNESCO, 2006). Since there is evidence in research that

there can be positive long-term outcomes on academic achievement of children through transition intervention, lead to well-prepared teachers and ready for transition children, hence failure and repetition could be observed.

In Mauritius, just as anywhere in the world, children undergo transitions at different stages in their lives. Allingham (2011) described six transitions context that the child goes through in early years, which involves different settings namely, the childminder, playgroup, nursery, reception class and Year One. In Mauritius however, a child goes through day care, nursery, preschool and lastly, primary school. Transition practices of teachers imply what teachers do in their classroom and at school to manage transition of children who will move to another setting. Teachers in Mauritius use pedagogical approaches and strategies to teach. Hence, practices of teachers are determined by the approaches they use in their classrooms, and how learning takes place through the ways teachers teach.

1.3   Need for research

1.3.1   Focus of education policy

Education is considered as a 'social lift' in the mainstream policy, hence favoring investments in education, parenting programmes, lifelong learning for employability, the provision of food and clothing, transportation and pedagogical materials for children over income redistribution (Government of Mauritius, 2015).

1.3.2   Replacement of the ranking system by the grading system

Among the main objectives of educational reform was the abolishment of ranking and CPE examinations (Burrun, 2011). Report of the Southern Africa Consortium for Monitoring Educational Quality (Sauba & Lutchmiah, 2011) highlighted that around 44% of Grade 6 pupils have less than the acquired minimum reading skills required to cope with further learning. As a result, the grading system at primary level emerged to replace the ranking system. According to the evidence of the SACMEQ report, it is therefore understood that there are skills that need to be acquired prior to even reaching Grade 6. Hence, if children acquired minimum skills before the transition process, it may help them learn further.

1.3.3 The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) report (2011) on Indicators of quality primary education

The report mentioned four indicators to discuss the quality of primary school inputs in Mauritius, namely, basic learning materials, mathematics textbooks, pupil-teacher ratios, and class size. The report also highlights the importance of transition of pupils from pre-primary to primary schools so that children can start formal schooling naturally, instead of fearing the learning and making it stressful. The researcher is trying to find out how transition practices can create a smooth transition for children from preschools to primary schools. It is therefore argued that the indicators are not sufficient for a smooth transition, thereby calling for delving deeper to find out from the practices of both sending and receiving teachers how this can be possible.

1.3.4 Academic achievement of children can result from positive long term outcome through transition intervention

It entails teachers who are well-prepared to welcome new entrants and children who are ready for transition to primary school can influence first grade failure and repetition rates OECD, 2006). Early education can contribute to the economic and social development of a country (UNESCO, 2011) and it also impact on the different aspects of the development of society. Furthermore, all these give rise to more egalitarian and healthier societies (Cutler & Lleras-Muney, 2006; WHO, 2011).

"Children are the future of this country. By investing in children's basic education we are contributing to the country's development and creating a literate and self-sufficient society."

This quote by Rick Corsino, used by Sagicor of Jamaica and Hope Foundation of the Philippines, explains the need to cater for the education of children for the future of any country, in line with Nelson Mandela's words "*The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation.*" (President Nelson Mandela, 1997).

Children being our future as stated by Nelson Mandela in 2003, their education shall be catered for to enable them to be the strength of the nation. Thus, the positive outcome of a smooth

transition of children in early years will help them achieve academically. This research intends therefore to find out how the practices of teachers at both ends can contribute to a smooth transition from preschools to primary schools so that the children can learn further.

1.3.5 Value of Early Childhood Education and Care (ECEC)

The purpose of pre-primary education in Mauritius is to prepare children for primary school (Bennett, 2000). There is evidence that ECEC influences the development and academic readiness of children (Leseman, Slot & Merkkanen, 2015), thus, investing in ECEC has positive impact on cognitive abilities, school progress, and social behaviour of children. It has been mentioned that it was unlikely for children who receive quality ECEC to engage in criminal activities or substance abuse (De Haan, Elbers & Leseman 2014). Since research supports that children benefit from quality of ECEC in all aspects, working towards a smooth transition from preschools to primary schools, which is the first step to formal schooling will can influence learning from this stage. Thus, the practices of sending and receiving teachers can have a major impact on learning.

1.4 Education problem

Education is free at all levels in Mauritius. Mauritius designed to build a "knowledge society" to become the Regional Knowledge Hub in Africa and the Indian Ocean. This is purposed to align Mauritius's social infrastructure with the new economic agenda (National Report on Development of Education, 2008). "Bridging the Gap Initiative" was introduced in 2006 to facilitate the move between pre-primary and primary levels for all children (Etienne, 2007). In 2006, 32% of pupils did not pass the primary school examination, while only 28% of those passing finished secondary education (MoEHR, 2009). Inequalities in school achievements are strongly related to socio-economic and ethnic status of families (Chinapah, 1983; MES, 1991). With this the present education system realised that for building knowledge society quality foundation at pre-primary and primary levels is important. Quality of education in early years should therefore start right from preschools and proceed further to primary schools. Transition from one setting to another is bound to happen at different levels in education. Although there has been numerous research that has been carried out internationally on transition from

preschools to primary schools, looking into the transition practices of both sending and receiving teachers can provide an insight into how the transition process can be smoothed.

Despite the fact that early childhood education is considered as a level of education, it is not being given due importance although managing transition is among one of the conditions for the implementation of reforms in education (WBR, 2016). High-quality childcare has positive effects on the child as well as on society, for instance, getting higher education, well-paid jobs among others (Vandell & Wolfe, 2000; Magnuson & Duncan, 2016). Research evidence showed that there many children join primary school with inadequate preparedness for school transition, consequently leading to failure to complete primary education (Appavoo, 2015). The present study is therefore focusing on how the practices of teachers at both preschools and primary schools can prepare children for formal schooling which eventually lead to further learning.

The education problem can hence be stated as – "Inadequate school readiness and early childhood education is resulting in inefficient transition practices."

1.5   Significance of the study

1.5.1   Recommendations from National Curriculum Framework, 2015

Mauritius has successfully achieved universal primary education including gender equality in enrolment in schools. The power of the government for free primary education for all which began in the 1940s was further reinforced after its independence. While there have been recommendations related to the primary curriculum for Grades 1–6, revising pedagogy, reinforcing remedial education, and re-engineering assessment and evaluation, new National Curriculum Framework Grades 1–6 proposed a number of recommendations to improve learning outcomes and adapt to rapid changes and emerging challenges (NCF Primary 2015). The National Curriculum Framework Pre-Primary focuses on the whole child approach and abides by the guiding principle of the United Nations Convention on the Rights of the Child (UNCRC). It is the root of expected appropriate practices during this stage of child development and is used in all preschools (Rajiah & Aliraja, 2016).

1.5.2 Low skill enhancement through CPE

Studies suggested that the Mauritian young children and their families are not finding skill enhancement by taking primary education certificate (Hollup, 2004). The major cause for concern was reported as the deficit in learning outcomes, accumulated at the early years of primary schooling (Morabito et al., 2017). About 44% of Mauritian Grade 6 pupils lack the minimum reading skills required for them to cope with learning at the next grade level (MOEHR, 2008). Girls have higher reading skills compared to boys. The SACMEQ report noted that children from better backgrounds do better than those children who come from low socio-economic ones (Sauba & Lutchmiah, 2003).

1.5.3 Establishment of Zones d'Education Prioritaires (ZEP)

ZEP schools were created to eradicate social inequalities by giving all primary school children equal opportunities. Achievements of pupils at CPE has known not much improvement and there has been rather very slow progress in ZEP schools. However, these schools have been able to bring forth good practices such as holistic approach, school-community partnership, parental involvement in the education of their children and raised funds for school improvement projects.

1.5.4 ECEC is at the centre of Mauritius National Agenda

Training for professionalisation of preschool teachers, immunisation and nutrition policies have been included in national agenda for education since mid-1980s (Parsuramen, 2006). As a result, there has been an expansion of preschools to 98% in 2012, albeit with provision of private preschools which enrolled 80% of children with monthly vouchers which are provided by the government (Ministry of Education, 2009).

Although the proposed recommendations in the new National Curriculum Framework Primary, it is not mentioned how teachers can cater for the successful adaptation and adjustment of new entrants in primary schools. The National Curriculum Framework Pre-primary which focuses on the whole child approach, does not mention how sending teachers can prepare children for the new challenges in the formal school setting. Evidence from reports and research has shown that lack of skills during the early primary school years led to the inability to cope with learning later. The question remains whether the receiving teachers and other primary school teachers have appropriately catered for the need of young learners in their classrooms irrespective of

their social backgrounds which is behind the setting up of ZEP schools around the island. The ZEP schools are the reason behind parental involvement, school-community partnership programmes and looked into the holistic development of children. The ZEP schools also have attached preschools to provide access of early childhood education to young children with a very limited fee. The children in ZEP preschools move directly to the ZEP primary school which is found in the same school compound, thereby making the transition easy for those children. But how do primary teachers in ZEP schools cater for the new entrants and do their practices enable a smooth transition from an informal learning environment to a formal one. With the rise in the number of private preschools, children go to different primary schools when they turn 5. Most children find themselves with few children from their preschools while others may find themselves alone in a new school environment, with new peers and new adults. The children then need to adjust in the new setting while the teachers need to teach those children to complete a specific syllabus. The practices of the receiving teachers will impact on the adjustment of the children hence their learning. It is to be noted that new primary school entrants are still developing in all the domains of development and have questions and demands that need attention to help them in their struggle. Thus, the significance of the study.

1.6   Rationale for the study

1.6.1   Millennium development goals on early years education

It has been reported that many countries are now considering preschool and primary school education as compulsory and are focusing on enrolment rates and provision of quality education services (Global Monitoring Report, EFA, UNESCO, 2007). It is good to note that with regard to successful early education provision worldwide, preschool education is considered as level 0 and primary education as level 1 by the International Standard Classification of Education (ISCED, 1997). Based on the main aim of the second millennium goal as stated by the UNESCO (2000), was to achieve universal primary education by 2015, there was a need to ensure and promote school transition and readiness. It was strongly recommended to work towards 'continuity' between the two educational levels (Sink, Edwards & Weir, 2007; Vogler, Crivello & Woodhead, 2008; Woodhead & Moss, 2008). Therefore, transition practices should enable continuity between the two school settings.

1.6.2 Special Education Needs (SEN)

A total of 1,292 children (61% boys) are enrolled in all SEN Schools, SEN Day Care Centres and Government Units. As per an estimation the total number of SEN children in Mauritius is around 3,000 representing approximately 43% of the estimated total population of special needs children. However, preschool aged children do not attend special needs schools. They attend normal preschools.

1.6.3 Role of institutional quality in promoting economic growth

Quality of institutions should be made robust and sustainable (Human Development Report, 2004). To attract Foreign Direct Investments (FDIs), good governance could play a major role in maintaining economic, social and political stability are considered the basic components for economic progress to be positive and sustainable (Sobhee, 2014).

1.6.4 School readiness

The report of the Systems Approach for Better Education Results (SABER) mentioned the differences in pre-primary schools, related to fees, facilities, and teacher qualifications (SABER Country Report, 2012). Education enhances the development, cognitive and socio-emotional functioning of children, which influence school readiness (Bennett, 2000; Howes et al., 2008). Since education is free in Mauritius, costs of education should not be a problem for families (Timmermans, 2017). Also, children, school and teachers should be ready at the time of transition.

1.7   Philosophical Underpinnings of the present study

1.7.1 Positionality

As a lecturer in teacher education, the classroom practices of teachers are being assessed when they are under training at the Mauritius Institute of Education where the researcher works. In the Early Childhood Education Unit, the trainees are assessed within their classroom settings, that is in the preschool classrooms. However, transition practices are not visible in the visits undertaken during teaching practice assessments or observations. The failure rates in CPE examinations led to comments made about the early years education of children. Since the

critics are geared towards preschool education, the research arose from the fact that preschool teachers are trained from a prestigious teacher education institution, yet the work of those teachers are not bearing its fruit. Hence, the research was based on a philosophical assumption that preschool teachers can prepare children for primary school education and primary school teachers should also be trained to welcome those new entrants in the formal education setting. This led to the interest in investigating the transition practices of both preschool and primary school teachers in their respective settings. It was posited that the practices of both the teachers at their end could translate a smooth transition for children when they leave preschools to attend primary schools. The research was therefore based on a premise of teachers focusing on the teaching needed to prepare children for the transition from informal to formal education and school settings. The transition practices of both sending and receiving teachers to prepare children for primary schools determined the positionality of the research.

1.7.2   Ontological Assumption

Since the aim of the research was to determine the transition practices of sending and receiving teachers that can enable a smooth transition of children moving from preschools to primary schools, a qualitative approach was needed to encourage the participants of the study to explain what they do to cater for the transition of children, and an interpretative approach was needed to analyse those explanations to determine their practices. The study adopts a realistic ontology. The researcher assumed that there are some realities, that is, the classroom practices and teaching practices of the participants in their classrooms, which exist in the world and which may influence the transition of children when they have to leave preschools to go to primary schools. The researcher assume that transition practices may result in the smooth transition of young children from one school setting to another.

1.7.3   Epistemological Assumption

Constructionism is the epistemological stance of the current study. The researcher is seeking answers to questions related to how sending and receiving teachers prepare children for formal schools each in their respective school setting. Meaning will be derived from observations of their practices within their classroom settings and through interviews, to better understand their actions.

1.7.4   Theoretical Perspective

Interpretivism is the theoretical perspective of the current study for various reasons. Firstly, from an interpretivist viewpoint, teachers do what they do based on what they have learnt to do, that is teaching. Besides, to understand what teachers do, there is the need to achieve 'Verstehen' or empathetic understanding. The actions or practices of the participants have to be observed and questioned to understand how they prepare children for the transition period.

1.8   Organisational schemata of thesis

This study contributes to the field of transition from preschools to primary schools by addressing through school readiness of children. Teachers from both settings have contributed to the understanding of what they need to know to smooth the transition of children during the transition process. By referring to consequential transition theory, this study explores the need of modifying it further so that the requirements of both settings are known to both facilitators. It also investigates if the practices teachers need to adopt contribute to the knowledge of school readiness of children for a smooth transition from preschools to primary schools.

The present work is organised into seven chapters for the purpose of presentation and exploration. The first chapter, "Background and Introduction" constitutes the education problem and its scope. The second chapter describes the scenario of the education sector in Mauritius. The third chapter details worldwide transition practices and the theories around transition practices. Chapter 4 does a structured review of the literature. Chapter 5 describes the research methodology. Chapter 6 analyses interviews and presents various findings and discussions to develop the framework. Chapter 7, the last chapter of this thesis concludes the proposed framework for transition practices by sending and receiving teachers and the implications of the study.

1.9   Summary

Reforms in the Mauritian education sector have brought certain major changes in the education system. Due to lower birth rate there has been a decrease in enrolment in both preschools and primary schools, but the increase in the number of schools has led to more pressure on transitions of children for both sending and receiving teachers. The NYCBE does not involve preschool education, though it is considered as one of the levels of education in the new education structure. Despite the fact that managing transitions from preschool to primary school is among one of the implementations of reforms in education, early childhood education is not being given due importance. The main aim of the Millennium Development Goals being the achievement of universal primary education, the importance of school readiness and transition has been highlighted. The education problem of the present study is that inadequate school readiness and early childhood education is resulting in inefficient transition practices. The philosophical underpinnings of the study is presented.

CHAPTER 2

MAURITIAN EDUCATION SECTOR

2.1   Brief genesis and reforms in education sector

This chapter introduces the education sector in Mauritius and early years' education with specific relevance to reforms in the structure of Mauritian Education System. The first part of the chapter presents the brief history, reforms in the structure of Mauritian Education System, and education policy in reference to pre- primary and primary level of education. The second part of the chapter elaborates on the quality of education in connection to school readiness of children moving from preschool to primary school.

The island of Mauritius has a history of settlers which had an impact on the spoken language and culture, and in turn Mauritian Education System. Mauritius was discovered by the Portuguese in 1540, the Dutch settled on the island with a handful of African and Indian slaves between 1598 to 1710 (Guruvadoo et al., 1995). Sugarcane was cultivated while the forests of hard wood (predominantly ebony trees) were destroyed and the "dodo" bird became extinct. The French succeeded Dutch in 1715 until the arrival of the British in the year 1810 (Bröring & Mijt 2017; Pereira, 2012; Winkel, 1955). The plural society of Mauritius is therefore due to its history of colonisation (International Bureau of Education – UNESCO, 1994). In the same vein, Mauritius is known as the multilingual, multi-ethnic, and multicultural island (Tirvassen & Ramasawmy, 2017).

Mauritius is one of the countries in the African continent that has dual language policy which is divergent from those of colonising power (Bamgbose, UNESCO 2004). It can be said that linguistic diversity is directly related to culture and educational concepts (UNESCO Guidelines on Intercultural Education, 2006). The Constitution of Mauritius was made final in a Constitutional Conference in 1965 in London (Smith, 1968), and the official language is English. Despite having been a British colony, Mauritius stuck to the French policy of not using African languages for teaching. The Education System in the island is closely related to that of the British (Achieving Education for all, 2001).

After independence, Sir Seewoosagur Ramgoolam became the first Prime Minister of the country. He wanted people of the nation to be educated to face the challenges of the technological world (Subrun & Subrun, 2015). The Government of Mauritius has been extensively investing in the Education Sector in view to open access to all children and even sought help from private sector when funds were not available (EHRSP, 2008). Primary education is free and became compulsory as from 1982. Scholarships were offered in the few secondary schools in the island. In 1982, the CPE became a formal assessment for primary schoolers on their 6th year. Secondary Education also became free. Consequently, the Education System and Structure has been under review for a long time now. The first Education Structure of Mauritius was 6 + 5 + 2, which was 6 years of primary school education followed by 5 years till the SC and additional 2 years for HSC (Hollup, 2014). Since 2015, the government has implemented the NYCBE which has been in the master plan 2001 (Achieving Education for all, 2001). Table 2.1, 2.1.1, 2.1.2, 2.1.3 and 2.1.4 delineate the evolution of educational reform in Mauritian Education Sector.

Table 2. 1: Evolution of education sector in Mauritius: Development before Independence (1700 – 1800)

Year	Development
1767	French colonialism: No formal education; Education was more of an individual concern.
1789	Promotion of active state participation in education.
1790	Colonial Assembly proclaimed citizens should be provided moral and political education. A uniform type of education was to be open to all, whatever the social class. A national institution known as l'Ecole Centrale was set up for provision of secondary education for the elite. Primary education was advised, and primary schools were to be run as private schools.
1807	L'Ecole Centrale became the Lycee and provided both primary and secondary education. Few primary schools were opened to non-whites while secondary education was preserved of whites.
1815	Free day primary schools were set up by Reverend Lebrun to teach the destitute and coloured children in the capital, Port-Louis.
1827	Slavery amelioration policy was adopted and collapsed. Progress of popular education was achieved through the work of missionaries.
1829	Charles Telfair introduced education on his estate at Bel Ombre.
1830	Indian immigration started.
1834	Abolition of slavery act was passed.
1851	Governor Higginson highlighted the fact that the state of Indians needs to be improved.
1856	Denominational schools received grants-in-aid. Aided primary schools flourished along with government schools and gained popularity.
1882	6571 children were enrolled in the 47 government schools, and 5316 children in grant-in-aid schools.

Table has been compiled by researcher

Table 2.1. 1: Evolution of education sector in Mauritius: Development before independence (1900 – 2000)

Year	Development
1908	7,000 out of 60,000 Indian school age children attended school.
	A labour act was passed which raised the age from 10 to 13 years at which minors might enter into a written contract.
	That was when the way was paved for future advances in Indian education.
1955 – 56	85,446 pupils were enrolled in primary schools.
1957	Education Regulations:
	- Set up of a National Educational Council
	- Set up of the National Curriculum Advisory Board
	- Establishment of Regional Education Boards
	- Private secondary schools operate under the Private Secondary Schools Authority
1959 – 60	126,173 pupils were enrolled in primary schools.

Table has been compiled by researcher

Table 2.1. 2: Evolution of education sector in Mauritius: Education Sector post-independence

Year	Development
1968	Mauritius gained independence. The Mauritian Government considered education as a priority. The Education Sector advanced due to human and material investments. 3+ and 4+ aged children received per capita grant. Expansion of primary school building programme that catered for free primary education to all children.
1974	Preschool Trust Fund was established to professionalise early childhood sector.
1977	Secondary education became free.
1984	White Paper on Education.
1991	After Jomtien Conference in 1990, a Master Plan on Education for an overall transformation of the system was formulated. Introduction of nine-year compulsory and fundamental education cycle. Students who fail CPE in two sittings joined pre-vocational stream for three continuous years.

Table has been compiled by researcher

Table 2.1. 3: Evolution of education sector in Mauritius: Development 2000 - 2010

Year	Development
2001	Ranking at CPE was abolished.
2002	ZEP schools were introduced.
2004	Legislative amendment for compulsory education till the age of 16.
2006	Strategy for Reform was created: Towards a Quality Curriculum. Introduction of National Policy and Strategy Document on Special Education Needs and Inclusive Education in Mauritius with a view to cater for educational needs of children with special educational needs, with special focus on children with disabilities. Diagnostic Assessment in Standard III was introduced.
2007	Education and Human Resources Strategy Plan 2008 – 2020 Early Childhood Care and Education Authority Act was promulgated. 'Bridging the Gap' Project to smooth transition of children from pre-primary to primary schools. Baseline Profiling was introduced in Standard I. National Curriculum Framework Primary was born.
2008	Early Childhood Care and Education Authority was set up. Introduction of SEN Unit for implementation of SEN policy through the ECCEA. 2 years preschool education + 6 years of primary education + 5 years lower secondary + 2 years upper secondary then students move to Higher Education and from there to labour market. 3 years' pre-vocational stream for those who failed the CPE after primary schooling was added.
2009	Remedial Education for Standard III and Enhancement programme for Standard III and IV were introduced. National Curriculum Secondary was launched.
2010	National Curriculum Framework for pre-primary was created.

Table has been compiled by researcher

Table 2.1. 4: Evolution of education sector in Mauritius: Development as from 2010 onwards

Year	Development
2012	Introduction of Kreol Morisien as subject in Grade I for primary schoolers.
2013	Manual of Activities for Pre-primary school teachers.
2015	NYCBE introduced and reviewed of National Curriculum Frameworks for the new educational reform was carried out.
2016	Introduction of Developmental Learner Profile, a tool used by teachers to record achievements, abilities and potential of children before they move to primary schools. Primary School Readiness was introduced in Grade I to enable primary school teachers to know the readiness of the new entrants.

Table has been compiled by researcher

2.2 Education policy and Early Years Education

In 2006, the Government of Mauritius set out to move towards a National Curriculum thereby undertake a comprehensive review of the curriculum at all levels, pre-primary, primary and secondary. The National Curriculum has been guided by the principles of equity, principles of justice and social inclusion. By this, it complemented the national vision of education (MOEHR, 2006). Quality of education became the cornerstone of all educational endeavours of the island. Provision of an education which catered for the sociocultural context was thought to strengthen national solidarity. At pre-primary level, the set-up of an Early Childhood Authority was proposed, in order to provide guidelines for pre-primary education programmes.

Table 2.2 below, shows the history of preschool education in Mauritius. In 1972 there was the Joint Child Health Education Programme and two exemplary preschool and training centre for 30 preschool teachers. In 1979, the Ministry of Education set a Pre-Primary Unit which was responsible for policy making and monitoring of the preschool system. UNICEF has cooperated for the professionalisation of preschool teachers through education and training. In the same year, to facilitate the services in preschools, there has been a mobilization of resources. In 1984, the Pre-School Trust Fund was founded. From 1978 to 1991, the Ministry

was able to set up a proper structure for the training of preschool teachers, the provision of preschool services and has also established a proper structure to ensure the quality of preschool services that was being given in the private sector. Table 2.2 also highlights the steps that were taken to provide quality preschool education in Mauritius. The National Curriculum Framework Pre-Primary and the Manual of Activities were introduced to act as a guide for teachers, offering them the required knowledge and information to teach young children. The Manual of Activities provides detail about planning and implementing activities using developmentally appropriate practices. The developmentally appropriate practices include materials and resources, age-appropriateness, cultural-appropriateness and individual appropriateness. The Developmental Learner Profile and the Primary School Readiness have been introduced to facilitate transition of young children from preschool to primary school. The DLP is filled by the preschool teachers and sent to the primary school teachers. The PSR is a booklet of worksheets and activities that primary school teachers use to learn about the prior experience and learning of the new primary school entrants.

Table 2. 2: Early Years Education in Mauritius

1972	Set up of - Joint Child Health Education Programme - 2 exemplary preschool centres and training of around 30 preschool teachers
1979	- Set up of a pre-primary unit at the Ministry of Education, responsible for policy making and monitoring of the preschool system - Mauritius – UNICEF cooperation to extend immunisation, dispense nutrition education and train preschool teachers - Mobilization of local resources to provide more preschool facilities - Use of external expertise for capacity building - UNDP – Supported project "Strengthening of Pre-Primary Education" - Three successive GOM – UNICEF Country Programme of Cooperation (1986 – 2000)
1984	- Set up of Pre-School Trust Fund on the 16th of July 1984 under Act No. 41 of 1984
1978– 1991	The Ministry set up - A proper structure for training of preschool teachers - The provision of preschool services - A proper structure to ensure the quality of preschool services that was being given in the private sector - A pre-primary curriculum
2008	- Set up of Early Childhood Care and Education Authority (ECCEA)
2010	- National Curriculum Framework Pre-Primary (NCFPP)
2013	- Manual of Activities for Preschool teachers
2016	- Launch of Developmental Leaner Profile (DLP) - Primary School Readiness goes to school (PSR)

Table was compiled by researcher to represent the history of Early Childhood Education

2.2.1. National Curriculum Framework

In 2007, after the Early Childhood Care and Education Act was proclaimed, the new body responsible for the early childhood education sector, the Early Childhood Care and Education Authority was set up. After the launch of the 'Towards a Quality Curriculum' (2006) educational policy document of the Government and the 'Education and Human Resource Strategy Plan' (2008 – 2020), the ECCEA, along with the Mauritius Institute of Education and inter-sectoral representatives from different Ministries contributed towards a new National Curriculum Framework for Pre-Primary (National Curriculum Framework Pre-Primary, 2010). In the late 1980s and early 1990s a pre-primary curriculum handbook was developed to serve as guidelines for preschool teachers so that a minimum standard of teaching can be achieved (Pre-Primary Curriculum, n.d.). The authors of the handbook highlighted that it should be considered as a first version to which improvement would be made as soon as feedback allow members of the panel to bring about appropriate changes.

The NCF PP (2010, p.1) has been developed in line with the objectives of the EHRSP 2008–2020 which is:

"…*to ensure that all children aged 3 to 5 years in Mauritius have the opportunity to develop their intellectual, socio-emotional and psycho-motor skills to the best of their capacity in order to build the confidence and self-est4eem in learning that will not only prepare them for the next level (primary school) but, more importantly, lay the foundations for learning that will support them throughout their lifetime.*" (p. 1).

The document outlines a series of guidelines providing a universal set of standards for learning, development and care, young children should experience in all preschools. Developmental needs of young learners and the learning environment have been addressed. The NCF PP has been worked out in such a way that there all children have the opportunity to acquire early learning experiences through an anti-discriminatory practice (Thancanamootoo, in NCF PP, 2010). There have been major changes between both the pre-primary curriculum and the NCF PP. Introduction of the educational reform in 2015 has called for a review of curriculum at all levels so that the new curriculum responds to the needs of learners, demands of society while sustaining quality (NYCBE, 2015). The NCF PP is under review by a team from Mauritius Institute of Education, the ECCEA, local government and other stakeholders.

2.2.2 Early Childhood Care and Education Authority Act

The Early Childhood Care and Education Authority (ECCEA) is a corporate body (ECCEA ACT, No. 21, 2007). It operates under the aegis of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. Formerly it was known as Pre-School Trust Fund (Gokhool, 2008), the ECCEA has been operating since June 2008 after the Early Childhood Care and Education Act 2007 was proclaimed on 16 June 2008 and its objects are to:

a) harmonise and promote integrated early childhood care and education policies, strategies and programmes in line with recommendations of international and national institutions;

b) ensure that all programmes and policies for the education, care and development of the young child in the Republic of Mauritius are in conformity with the Convention of the Rights of the Child;

c) help ensure a smooth transition of the young child from preschool to lower primary school. (ECCEA Act 2007 Government Gazette of Mauritius No. 119 of 22 December 2007).

The functions and powers of Authority as outlined in the ECCEA Act are as follows:

The Authority shall

a) advise relevant Ministries on the formulation of policy relating to early childhood care and education;

b) implement policies of government with regard to early childhood care and education in the Republic of Mauritius;

c) implement projects, programmes, and activities on early childhood care and education initiated by the Ministry in collaboration with line Ministries, non-governmental organisations or local and international agencies;

d) build partnerships at local, regional, and international levels for the development of policies and programmes aiming at the social, emotional, cognitive, moral, and spiritual

development of the young child as well as for the promotion and development of education services;

e) set norms and standards for play equipment, play materials, play space, furniture, books and children's literature used by educational institutions;

f) carry out the registration and supervision of educational institutions, their managers, educators and other staff engaged in early childhood care and education;

g) advise on the development of training programmes on early childhood care and education for educators and other staff in educational institutions;

h) administer payment of any form of grants to registered educational institutions and manage grants in collaboration with the relevant Ministries;

i) take such action as may be appropriate, in collaboration with relevant Ministries and authorities, to prevent any form of violence, including sexual abuse, negligent treatment, maltreatment or exploitation, on young children.

(2) The Authority shall have such powers as are necessary to enable it to effectively attain its objects and discharge its functions and may, in particular, raise funds and secure financial and other support for its activities.

2.3 Quality of education

One of the goals of education of the Mauritian Government, more precisely the primary education, is "to sustain equitable access to quality education, ensuring that all learners attain high levels of achievement in Literacy, Numeracy, Information and Communications Technology and such essential life skills as sound human values, healthy lifestyle and so forth as the basis for lifelong learning and good citizenship" (MOEHR, 2008a, p.11). The term "quality education" needs to be standardized and accurately defined in order to enable schools to adjust to changes in the system to 'provide a World Class Quality Education' (Subrun & Subrun, 2015). In line with achieving the goal of enabling young Mauritian children develop morally, cognitively, and physically, the authors suggested that Mauritian schools should have a sound atmosphere of leadership and management.

The Ministry is actively engaged in upgrading the qualifications of teachers, and invest in teacher education training to improve the quality of teaching. The average class size in primary schools fell steadily from 34.3 in 2002 to 32.0 in 2006, with rather smaller average class size on the Island of Rodrigues than on the island of Mauritius. Average pupil/teacher ratio (PTR) fell from 21.6 in 2002 to 18.7 in 2007. In primary schools, and according to international standards, the PTR and the average class size should be broadly correlated, whereas in Mauritius they indicate a significant difference. Leaving aside the Head-teacher, at any one time during the school day, the typical primary school teacher will be expected to be in their classroom, teaching their class. On average, this must be true for each teacher teaching on average 32.0 children in the class. The low PTR of 18.7 is explained by the significant numbers of teachers of Asian languages, plus the Deputy Head Teachers (DHT), who average four DHTs for each primary school.

The Government of Mauritius is committed to provide high-quality programme and to professionalise the preschool sector. The Mauritius Institute of Education work closely with the ECCEA and different stakeholders support all ECE initiatives in this sector (UNICEF, 2000). The most critical element of a high-quality early childhood programme is the qualification of the teachers (National Report on Education – MOEHR, 2008). The MIE will continue to provide significant ongoing leadership to develop policies, training programmes for all stakeholders, and work in collaboration with parents to deliver high-quality services. The MIE will give full support to the implementation of the National Curriculum Framework Pre-Primary and in the Review process to align it with the Nine-Year Schooling reform in Education. MIE will play an active role in all government's initiative to develop regional and international networks to share experiences and best practices (NYCBE, 2015). The newly Inter-Country Quality Node on Early Chilhdood Development (ICQN-ECD) takes place in Mauritius by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research of Mauritius. The ICQN-ECD officially launched on February 9, 2015 Inter-Country Quality Nodes on Early Childhood Development (ICQN-ECD) seeks to encourage African ministries of Education, strategic partners and experts to collaborate closely to discuss national and regional priorities through a platform of policy dialogue.

2.4 School readiness

As per the UNICEF United Nations Children's Fund, (UNICEF, 2012), in its conceptual framework for school readiness, defined school readiness in terms of two features and three dimensions, the two features being "transition" and "gaining competencies" and the three dimensions which are Ready Children, Ready Schools, and Ready Families. Brooker (2008) explained the term transition in terms of school readiness, that is the academic knowledge and social skills required to move to primary schools, while O'Connor (2012) argued that school readiness is about expected set of achievements from a child, required to accelerate learning in the next stage. This means that receiving teachers should not have to spend time working on something the sending teacher was supposed to have taught the child.

Described as a multi-dimensional concept (Ackermann & Barnett, 2005), school readiness encompasses five dimensions as conceptualised by the National Education Goals Panel (Kagan et al., 1995):

1. Physical well-being and motor development – Physical development & Physical abilities (oral motor, sensorimotor, fine and gross motor skills).

2. Social and emotional development – Emotional development (self-concept, understanding feeling) & Social development (social competence & social relationships).

3. Approaches to learning – Predispositions (gender, temperament, cultural patterns and values) & Learning styles.

4. Language development (including early literacy) – Verbal language & Emerging literacy.

5. Cognition and general knowledge – Physical knowledge, Logic-Mathematical knowledge, Social-Conventional knowledge and Cognitive competencies that young children develop through Interaction with different types of knowledge.

Evidence from research has shown that children who join primary schools with numeracy and literacy skills seem to be academically successful later in life through higher levels of education attainment and they tend to get good jobs (Duncan et al., 2007; Hair et al., 2006; Fantuzzo et al., 2005).

Sahin et al. (2013) studied transition in terms of school readiness from the views of preschool and primary school teachers. The authors considered the views and consistency of the views of the participants of their study as crucial for a positive and effective transition and the readiness process. In comparing the views of teachers from both settings, it was found that all the domains of development were important for school readiness of children. Both sets of participants in the study considered enhancement of all the areas of development, parental involvement, alignment of preschool and first grade programmes are important. This study has tried to bring sending and receiving teachers' views to the surface by investigating school readiness from the views of the teachers. But in my opinion, views and practices are different. The views of teachers are what they perceive, while the practices are more about what they do in their respective settings. Therefore, it can be argued that transition practices of both sending and receiving teachers, rather than the views may shed some light in how to smooth the process of moving from one school setting to another.

2.5   Schools in Mauritius

There are both private and public schools all over the island of Mauritius. Among the public schools, there are state schools, private aided schools, and private unaided schools. There are public and private preschools as well as public and private primary schools. Each school has its own characteristics. Public schools welcome every child, however, private schools which are fee-paying, welcome children from a specific background, that is, those whose parents are able to afford the fees.

One common feature among the public schools is that the school size and classroom size are more or less the same. There is no difference in the rural or urban infrastructure of schools. However, the private schools differ from each other. Some schools are set up on wide plot of land giving children vast spaces to play, some offer lunch against payment. One feature that was observed during observation is the cleanliness of toilets in private schools. While in public schools there is a strange smell that emanates from the vicinity of toilets, in private schools the toilets are taken care of by specific toilet cleaners.

2.5.1   Preschools in Mauritius

There are mainly two types of preschools in Mauritius, namely public and private preschools which are located all over the island. The private preschools are owned by private service providers and are fee-paying. The fees often range from Rs 1,000 to Rs 10,000 per child, depending on the services being offered. For instance, some private preschools provide lunch, day care services early in the morning and late in the evening, and dinner. In some private preschools there is also a deposit fee which is payable prior to the registration of the child. There are 651 private preschools in Mauritius, according to the statistics generated by the ECCEA (tipti.org). Recently, some preschools have also emphasised on the medium of instruction, that is English-medium preschool or French-medium preschool. Additionally, some preschools have linked their services to private primary school providers, acting as what is called as feeder schools. It has been noted that there are more private preschools than public preschools in Mauritius.

Public preschools are those preschools which are run by the government, more specifically, by the ECCEA. As at date, there are 191 ECCEA run schools (tipti.org). The preschools are found in the same compound as the public primary schools, that is, they are attached to the primary schools. Public schools being free of charge, each child is supposed to pay a Parent Teacher's Association (PTA) fee annually. Public preschools start at 9 am and ends at 2.30 pm in the afternoon, that is, one hour before primary school ends.

2.5.2   Primary schools in Mauritius

There are 318 primary schools in Mauritius (Statistics Report, 2017), out of which 221 are government operated, 44 private non-aided schools and the rest are run by the Bureau d'Education Catholique, the former Roman Catholic Education Authority, and the Hindu Education Authority. Among the 221 public primary schools, 191 schools have a pre-primary unit attached.

2.5.3 Schools for the present study

For the purpose of this study, two public preschools and two private preschools have been selected for piloting of observation schedule and interview schedule. Table 2.3 below shows the selection of the schools for piloting.

Table 2. 3: Preschools selected for piloting of observation and interview schedules

No.	Preschools chosen	Type of preschool	Region
1	Mare D'Albert Government PPS	Public	
2	Wonder Kids PPS	Private	Rural
3	Lapeyrouse Government PPS	Public	
4	Snoopy PPS	Private	Urban

Table constructed by researcher to represent where the piloting of observation and interview would take place.

2.5.3.1 Description of schools chosen for piloting

This section provides a description of each preschool that has been chosen for piloting the observation and interview schedules for the study. The preschools are divided into two categories, namely, rural and urban. Details of the schools have been divided into four different categories, namely the school, the teacher, the students and miscellaneous.

Mare D'Albert Government Pre-Primary School

The school: The Mare D'Albert Government Pre-Primary School is found in a rural region in the south-east of Mauritius. The preschool is found in the same compound of the Mare D'Albert Government School. The school provides yoghurt and fruits to each child on a daily basis.

The teacher: There are one teacher and one carer in the preschool who caters for around 20 children. The teacher holds a Teacher's Certificate in Early Childhood Education (TCECE) from the Mauritius Institute of Education (MIE) and has worked for 14 years in a public preschool and 8 years in the private preschool.

The students: The children come from the vicinity of the school and nearby villages. The background of the children is quite similar. They come from vulnerable groups, low socio-economic status families with very low income.

Miscellaneous: The school is made of concrete and has been renovated. The attached pre-primary unit has been decorated by the teacher. It is very colourful and warm. The children sit in circle in small groups of 4–5. There are charts and bantings, alphabets and numbers, shapes and colours, plant pots for children and different learning corners – book corner, shop corner, doll corner and kitchen corner. Children are allowed to play in the school yard during recess. However, the recess time for preschoolers and the primary schoolers do not coincide.

Wonder Kids Pre-Primary School

The school: Wonder Kids PPS is a private preschool located in a rural region in the centre of the island. It is managed by Mrs Rashida who is also the owner of the school. The school welcomes children as from the age of three. The school provides only yoghurt and fruit. There are around 40 children between three years and five years.

The teacher: The manager also works as teacher in her school. She has one teacher holding a teacher's certificate who works along with her and two assistant teachers each holding a Certificate of Proficiency in Early Childhood Education (CPECE) from the Mauritius Institute of Education (MIE).

The students: The children come from the vicinity of the school and nearby places. The background of the children is quite similar to each other. They come from lower-middle class to middle-class groups.

Miscellaneous: The preschool is located on the ground floor of a residential building, in a residential area. It is very attractive to look at with a variety of outdoor and indoor equipment. The manager lives on the first floor and the yard is big enough for children to play.

Lapeyrouse Government Pre-Primary School

The school: Lapeyrouse Government Pre-Primary School is located in an urban region in the centre of the island, in a town called Curepipe. It is found in the same compound as the primary school. There are around 28 children in the preschool. Yoghurt and fruits are given to children every day.

The teacher: There is only one teacher in the school and a carer or helper. The teacher holds a Teacher's Diploma in Early Childhood Education (TDECE) from the MIE.

The students: The children who attend the preschool come from vulnerable groups and lower-middle class families. They live near the school.

Miscellaneous: The building is not very colourful, but the teacher is very dynamic and motivated. She decorated the class with available charts and posters.

Snoopy Pre-Primary School

The school: Snoopy is a private preschool in the centre of Mauritius in the town of Curepipe. It is one of the most famous private preschools in the island. It welcomes children from all over the island. It is divided into two sections: Little Snoopy and Snoopy. Little Snoopy is for two and a half year olds and three year olds while Snoopy accommodates children as from four years onwards. In one class there is around 10–15 children. The schools are in a house which has been converted into schools. It is very colourful, bright and welcoming. Mrs Rosy the manager and owner of the school employs one teacher for every 10–15 children. The school serves yoghurt and fruit for free to children daily.

The teacher: There are around five teachers holding a Teacher's Certificate in Early Childhood Education and six teachers with Certificate of Proficiency in Early Childhood Education. Each teacher is responsible for 10–15 children of their class. The teachers work cooperatively on theme-based approach and share the different learning corners around the school.

The students: The students are aged between two and half and five years old. They come from different backgrounds, starting from lower-middle class.

Miscellaneous: There are many outdoor equipment available for children to play and there are big indoor and outdoor spaces for activities such as dance, yoga, aerobic and Zumba. The school is very well decorated with lots of colourful walls and hangings. The manager, along with her staff invest a lot of time and money in the features and aspects of the classroom and the school.

2.6   Summary

Educational reforms in the Mauritian Education Sector have brought major changes in the lives of Mauritians. The preschool and primary school sectors have already implemented ways to smooth transitions of children from an activity-based approach to formal schooling. The first research theme identified for the literature review is therefore, **"School readiness".** The Government of Mauritius came up with Educational Amendment Bills to have necessary provisions introduced to provide quality education to all children, as compulsory education was introduced. With educational reforms towards quality education, frameworks were developed at all levels. The second research theme for this present study is: **"National Curriculum Frameworks and transition practices".**

CHAPTER 3

STRUCTURED REVIEW OF LITERATURE

3.1   Introduction

This chapter presents a detailed structured literature review on the themes identified in the previous chapters and the underpinning theory. It also outlines the transition practices in early years' education and its connection with transition of children moving from preschools to primary schools. The first part of the chapter takes account of school transition practices internationally and locally, with more emphasis on the British and Mauritian transition practices. The second part of the chapter elaborates on models of transition practices in literature and indicates the underpinning theory for this present study. King Beach's theory of consequential transitions is discussed in the concluding part of the chapter. The third part shows the justification of the identified themes followed by theme-wise discussion on reviewed studies. The theoretical perspective is discussed with the consequential transitions theory. The fourth part of the chapter explains the conceptualisation process of the research gap. The consolidated research gap is critically analysed to reach the research problem, research questions and research objectives, following Miller's (2009) funnel approach.

Earlier studies have shown that the first few years of schooling determines school success, and children are at risk for academic failure due to stress related to transition to school which could lead to lack of motivation and low academic performance. Evidence from previous studies suggests that schools must help smooth transition of children, to avoid cascading effects of early educational experiences on later life outcomes (Barnett, 2011; Chetty et al., 2011; Chetty et al., 2011; Duncan & Magnuson, 2013; Jenkins et al., 2016). In all fields of education, psychology, neuroscience and economics, research noted that educational experiences of children in early years are highly consequential and have a major impact on their careers and life (Campbell et al., 2014; Chetty et al., 2010; Claessens & Engel, 2013; Watts et al., 2014, 2015). Much emphasis has been laid on preschool (Barnett, 2011; Campbell et al., 2014; Curran, 2015; Jenkins et al., 2016), studies revealed that the experiences of students during the first year of primary schooling – kindergarten – are also highly predictive of immediate and later outcomes (Chetty et al., 2011; Claessens & Engel, 2013; Claessens et al., 2014; Morgan et al., 2016; Watts et al., 2015). For instance, structural characteristics, such as the length of the kindergarten school day and class size, are associated with increased achievement through

the early years of elementary school (Cooper et al., 2010). Furthermore, features of the kindergarten experience, such as the quality of the teacher, and some of the structural characteristics (e.g., class size), have recently been shown to influence outcomes as remote as college attendance and earnings nearly two decades later (Chetty et al., 2011; Dynarski et al., 2013). "High-intensity" activities, or those that involve individualized contact with parents and occur before the first day of school, are rarer than "low-intensity" activities, for instance, sending information home via a flyer (Daley et al., 2011). Studies document fewer high-intensity activities in schools serving lower-income students or in larger districts (Daley et al., 2011).

Different researchers have coined the term "transitions" in their own ways. For instance, the term has been defined in terms of "rites of passage" by Van Gennep (1990), "rites of institution" by Bourdieu (1997), passage of life and lifelong adaptations which is a continuous process by Elder (1998), "border-crossing" by Campbell Clark (2000), a shift from one identity to another by Lam and Pollard (2006). Peters (2014) suggested that the two school settings need to create common grounds of understanding, coining a term called 'borderlands' in educational environments can contribute to successful cross-boundary transition. These understandings support further learning of children and making school enjoyable for them, while building and sustaining a sense of belonging. In literature, the term "transition to school" is understood and applied in different contexts. The UNICEF (2012, p.8) has defined transition to school as:

"…children moving into and adjusting to new learning environments, families learning to work within a sociocultural system (i.e., education) and schools making provisions for admitting new children into the system." (p. 8)

Murray (2014) explains transition as a process which requires the socio-emotional and personal growth of the child, the physical setting of the new school environment, and the need for teachers, researchers and other stakeholders to constantly theorise and reflect as with all developmental changes. Turunen (2014) found that academic achievement and social competencies in school outcomes results in positive transition. Through school experiences and experiences of success, a child can build an image of himself or herself as a learner. This is closely related to success of the child at school and his or her own sense of self. These definitions lead us to realise that the term "transition" is not only a term, but there are various

types of transitions. Johansson (2007) proposed that changes that take place are vertical in nature, which is, from home to early childhood settings, from preschool to primary school, from primary school to secondary school, and so on, as well as transitions between classes and teachers within a particular setting. "Transition practices" has been associated with transition activities in previous studies, for instance, Petrakos & Lehrer (2011). For the present study, 'transition practices' is a key term which represents not only the transition activities, but what teachers do to prepare children for formal schooling. Everything that the teachers in both settings do to cater for the transition of children is considered as transition practices in this study.

3.2 International transition practices

Margetts and Kienig (2013) reported that theories such as cultural understanding, equity, social justice, rights of the child and children's agency, and parental and family's involvement have influenced research on transition to school and its policy. Essentially, it is being argued that understanding transition practices of teachers at both ends could contribute to cater for smooth transition of children. According to literature, transition of children in early years is influenced by various factors researched extensively. For instance, age of entry in formal schooling, the difference in the settings, relationships, curriculum continuity, among others. Along the same line, studies have revealed that transition practices contribute to the involvement of parents in the school experience of students as well as to parent-teacher relationship. These collaborations have been considered as key to successful transition to elementary school. The researcher has reviewed the following international transition practices:

3.2.1 Finland

In a study of preschool to school transitions in Finland, Karila and Rantavuori (2014) proposed that by a smooth transition can be take place through collaboration between the two settings in terms of developing lessons jointly. The authors inspired their work by the ideas of Engeström's cultural-historical activity theory (2000) and Edwards' (2010) boundary work and boundary spaces that prevail in the shared working activities of preschool and school professionals. The findings of Karila and Rantavuori (2014) revealed that the functioning of the two different settings vary and the teachers in the two different school environments find the practice in the boundary space demanding as they need to collaborate with each other in

terms of creating new activities, sharing them. Their findings also indicated that working practices in boundary work and boundary spaces should be greatly considered and managed. The authors eventually proposed the need to deepen the understanding about everyday transition practices, develop good transition practices and to learn more about the ways the practices take place, which this present study intends to explore.

3.2.2 South Africa

South Africa has established a policy to assist in preparing children for formal schooling through developing the 2001 White Paper No. 5 on Early Childhood Development. Margetts and Phatudi (2013) used a case study approach to investigate school principals and teachers' knowledge of and relationships with preschools, and practices around school transition. Grade I teachers were also interviewed about the factors that influence children's transition to school.

The findings of the study concluded that attendance in preschool and parental collaboration positively influence the transition of children and their adjustment to school. The authors also concluded there need to be an increased awareness of the importance and effectiveness of early childhood education in preparing learners for successful learning. However, the study focused mainly on school principals, Grade I teachers, parents, and children who have just undergone the process of transition. Preschool teachers were not given much consideration. Instead, the authors only recognised the important role of preschools in supporting children's adjustment to school and suggested that it was the government who should provide quality preschool provision. The researcher still believes that the practices of preschool teachers along with Grade I teachers could shed more light on how to smooth the transition between informal and formal schooling.

3.2.3 Australia

Margetts (2013) investigated what children need to know about starting school and what schools can do to help children start school. This study was limited to the understanding of what can facilitate transition of children from preschool to primary school setting from children's perspectives rather than from the practices of teachers. The findings of the study of Margetts (2013) can be evidence of why transition practices should be explored as the

children's suggestions for dealing with issues that influence children joining primary schools. The author also concluded that there is a need for teachers in the prior-to-school setting and the primary school to assist children more explicitly based on the findings of the study about what new entrant children need to know, which are categorised:

i. Peer relationships

ii. School rules

iii. Knowledge of the school and general procedures about how the school functions

iv. Classroom procedures – information about the new teacher, the classroom, and how to behave in the classroom

v. Feelings and emotions

vi. Academic skills – writing own name; reading alphabet and letter sounds; knowing words; mathematics and numbers; drawing, doing art; knowing how to learn things; doing hard work

On the one hand the conclusion of Margetts is acceptable, but the researcher still believes there is a need to understand transition practices of both sending and receiving teachers. Margetts (2014) also explained that transition and adjustment are closely joined and is a key indicator of successful transition. The author implies that oneness is associated with the sense of identity of the child and their own sense of belonging. Therefore, children adjust more easily in settings where they feel valued and supported with others, and there is a connection with others in the new setting.

3.2.4   Scotland

Cassidy (2010) studied the transition period through the perceptions, attitudes and expectations of receiving teachers. Six first grade teachers were interviewed and videotaped in a discussion group. The participants were concerned about children's ability to adjust to school, and also mentioned that visiting a preschool centre was a valuable experience. They also stated that the information and knowledge children bring from preschools were vital to ensure a smooth transition. Although the results shed light on teachers' perceptions, there is also the need to interpret with caution the results given the small sample size used.

In Scotland, teacher collaboration in both schools settings, parental collaboration in the transition process, the voice of the child, information sharing of curriculum and social experiences have been identified as critical in transition to school (Dunlop, 2013). New entrants visit preschools and schools and teachers in both school settings make effort to build relationship with each other to share information about the approaches they use in the teaching and learning process. During this phase of transition, both school settings ensure the that children and families have positive experiences. The author went further to claim that the participants of the study are aware of the benefits of collaboration between settings, sharing of information and knowledge, and in creating opportunities for children to build on the knowledge they have already acquired. According to Dunlop (2013) transition practices affect curriculum and its implementation. Children should be supported in developing their self-esteem and geared towards self-learning to enable them to demonstrate what they know and use their skills in the learning process. Moreover, this type of learning can help them bridge into new opportunities consistently and confidently.

Teacher collaboration, parental involvement and voice of the child are the key elements in effective transition practice which gave rise to a number of questions namely, how teachers will be provided support to collaborate, how the school can involve parents and how the voice of the child can help for transition practices.

Much emphasis is laid on agency and parental collaboration, while an understanding of transition practices by teachers in both settings, in other words, what teachers do to support children in the transition process, has been overlooked.

3.2.5 Hong Kong

The researchers of a study carried out in Hong Kong, emphasized the challenges of transition from preschools to primary schools are the class size, which is bigger, the curriculum, which is subject based, the new school rules which are stricter, the rigid timetable, homework, school hour which lasts longer and literacy and numeracy skills (Li et al., 2013).

3.2.6   United Kingdom

In the United Kingdom, the Early Years Foundation Stage (EYFS) sets the standards for all early years' stakeholders to meet and ensure that children are learning, developing well and are safe and healthy. It ensures the school readiness of children through appropriate teaching and learning and provides children with the required knowledge and skills which are the roots of future success through school and life (Statutory Framework for the EYFS, 2017). The EYFS has been introduced by the government in UK in 2008, to ensure that the provision of quality early years education is consistent throughout the country. As Ang (2014) puts forth, by introducing the EYFS, the government of England shows its commitment to early years education.

Although the EYFS framework has been well viewed by practitioners and researchers as a means to raise the quality in early childhood settings and among providers (Pugh, 2010), some have also argued that one of the overarching goals of the EYFS is to eventually academically prepare children for school to achieve targeted educational goals, thereby failing to value the early years' experiences of young children (Pugh, 2010; Rose & Rogers, 2012; Faulkner & Coates, 2013). An important part of the EYFS is the Early Years Foundation Stage Profile (EYFSP), a document filled by the teachers working with four to five-year old. It records each child's progress and development. Children are assessed by the teacher who determines whether the child achieves the required level of development, if not by the end of reception year or the first year in formal school. There are three levels of expectations – the expected, the exceeding, and the not yet reaching levels (DfE, 2013). The EYFS therefore is a prescribed guideline for practitioners.

A copy of the EYFSP along with short remarks on the skills and abilities of the child with regard to playing and exploring, active learning and creativity and thinking skills must be given to Year 1 teachers as recommended in the Statutory Framework for the Early Years Foundation Stage. This practice aims at informing collaboration between reception teachers and year 1 teachers on the learning and developmental needs of the child, that will ease preparation of activities in year 1.

Table 3. 1: International relevant studies on Transition Practices

	Author	Year	Discussion
1	Fisher	2010	Age does not determine whether a child will learn better through a preferable means. Developmentally appropriate practices will enable children to learn better.
2	Petrakos & Lehrer	2011	Administrative support and effective communication with parents and children are essential transition practices with an impact on transition to school.
	Ahtola & al.		Future academic achievement is influenced by the implementation of transition practices. They reported that exchange of children's "growth portfolio" and cooperation between preschool and primary school teachers are very effective transition practices for children's outcomes.
	Ahtola, Poikonen, Nieme & Nurmi	2012	Alignment and coordination must take place at both preschool and primary school levels to enable more effective teaching processes and positive child outcomes.
	O'Connor	2013	Developmentally appropriate curriculum should focus on where the children "are at" rather than where they "should be". The key person approach can address transition.
	Einarsdóttir Dunlop		Documentation focusing on continuity in the education of children will help build on the knowledge, experience, and skills of children.
1	Hopps	2014	The relationship between the teachers from both preschool and primary school settings should be part of a practice and exchange of information be encouraged by teachers and policy makers.
	Graziano et al.	2015	The authors found good student-teacher relationship can enhance executive functioning which contributes to school readiness of children.
7	Little, Cohen-Vogel & Curran	2016	Using transition practices by receiving schools can affect children's educational trajectories during the transition to kindergarten.

			The No Child Left Behind policy can be possible when student achievement data will inform teacher practice to boost high-quality instruction.
8	Rimm-Kaufman & Sandilos	2017	The multi-dimensionality of school readiness is an important factor that predicts children's school success. Practitioners need to be aware of both the multidimensionality of readiness and teacher-child relationship, and there is a need for transition practices to help families and schools prepare children for the expectations of the kindergarten year.
9	Puccioni	2018	Kindergarten teachers believe that there are specific skills and behavioural attributes that can support children during their transition to kindergarten, and parental involvement should be encouraged through sharing of information about those skills and attributes.

Source: Compiled by the Researcher

3.3 International transition practices relevant for present study

Transition practices for the present study relates to what happens in the classrooms of both preschools and primary schools. Previous research have focused on the children and their families who contribute enormously to the smooth transition of their child. As obtained from literature search, in many countries there is a transition program that enable teachers to help children move to the next stage of learning. There has been many studies carried out where the transition programs have been studied. In the UK, the EYFS inform practitioners and other stake holders on how to prepare children for the next level.

According to the Statutory Framework for the EYFS (2017), "the EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life" (p. 5).

According to the Statutory Framework for EYFS, the document seeks to provide:

- Quality and consistency in all early year's settings, so that every child makes good progress and no child gets left behind;
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

It outlines the requirements for learning and development, safeguarding children and promoting their welfare. The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings.
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers). (p. 7).

The Statutory Framework for the EYFS uses different sections to elaborate on the tasks of the providers and how they can achieve their set goals. In the learning and development requirements section, teachers must ensure that all children complete the EYFS "ready to benefit fully from the opportunities ahead of them" (Statutory framework for Early Years Foundation Stage, 2017. p. 7). There are seven areas of learning and development that shapes educational programmes in early years. The prime areas being:

- Communication and language
- Physical development
- Personal, social, and emotional development

These three prime areas are further expanded into four specific areas, namely:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

3.3.1 Personal social and emotional development of children

As per the Early Years Foundation Stage Profile 2019 (EYFSP, 2019, p. 29), Personal Social and Emotional Development area of learning involves helping children to:

- Develop a positive sense of themselves and others

- Form positive relationships and develop respect for others

- Develop social skills and learn how to manage their feelings

- Understand appropriate behaviour in groups

- Have confidence in their own abilities

The three early learning goals 06, 07, and 08 are self-confidence and self-awareness, managing feelings and behaviour and making relationships. Each learning goal are elaborated as follows in the same document:

Table 3. 2: Early Learning Goals for PSED area of learning as per the EYFS handbook

ELG 06	Self-confidence and self-awareness	• Children are confident about trying new activities and say why they like some activities more than others. • They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or do not need help.
ELG 07	Managing feelings and behaviour	• Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • They work as part of a group or class and understand and follow the rules. • They adjust their behaviour to different situations and take changes of routine in their stride.
ELG 08	Making relationships	• Children play cooperatively, taking turns with others. • They take account of one another's ideas about how to organise their activity. • They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Source: EYFSP Handbook 2019, p. 53.

Through the PSED area of learning, sending teachers design and implement activities to foster the personal, social and emotional development of children. It has been recommended that preschool must stimulate the development of children, alleviate fear of the unknown, strengthen the social competence of children, develop learning strategies, and document individual development of each child (Einarsdóttir et al., 2019). As per the observation carried out for the present study, activities are designed using the integrated approach. That is, even though there is one main objective for the PSED area of learning, the activities also cater for other objectives which are linked to other areas of learning, thereby looking into the holistic development of the child. It has been found that there is an association between a holistic,

nurturing approach and a reduction in 'troublesome' behaviour in young children (Aubrey & Ward, 2013).

Moore (2013) stated that students need to think about the knowledge acquired previously and how it can be applied in real life situations or context to have a consequential transition. The four types of consequential transition as identified by Beach (2003) includes the aspect of developmental progress, the types of activities that prepares the individual and adapting to the transformation. School readiness of young children moving from preschools to primary schools require the same process. However, sending teachers need to prepare the young learners for the transition and receiving teachers should be able to support them after they move to formal school. Socio-emotional development of young children has been found to contribute to a smooth transition to school as per this study. This aspect of development in children is crucial for developmental progress in all other domains during the transition process of young learners. As research showed, children must be seen as a whole, while various aspects of their environment, such as their family and cultural background, the setting and life at home must be taken into consideration, to ensure their well-being. These links must be established and nurtured (Tickell, 2011).

These areas of learning and development are quite similar to the National Curriculum Framework Pre-Primary of Mauritius. Once children is about to leave preschool to move to primary school, preschool teachers are required to fill in the EYFS profile and comment on each child's ability. The EYFS ends with the Early Years Foundation Stage Profile (EYFSP). Preschool teachers need to fill in the EYFSP that children carry to the next level. The document provides the next teacher with a picture of the skills the children acquired, their knowledge, that is, the information that will inform teachers. The EYFSP has to be filled by preschool teachers. The document is passed on to the next class teacher. The last year of preschool meet the demands of the EYFSP. The skills and knowledge that the children have acquired are clearly noted and elaborated upon where needed, to provide the receiving teacher with a picture of how they should prepare the new learning experiences for children. The teacher will determine the right pedagogical approach to support children having specific difficulty so as to smooth their transition into formal schools. This exchange of information encourages dialogue

between the teachers of both settings, and also informs parents so as they can get involved in preparing their child for the future.

The transition of children moving from preschools to primary schools is therefore influenced by their "school readiness" and the present study focuses on what teachers in both settings do to smooth that transition process.

3.4   Models of transition practices

Literature affirms there are systematic differences between preschool and primary school education, in terms of the physical environment, the content of the curriculum, the organisation of the classroom, and the pupil-teacher ratio, which are considered as discontinuities (Boyle & Petriwskyj, 2014; Chan, 2012; Dockett & Perry, 2012). It is the pedagogical discontinuities that are relevant for the polarisation of EYFS and Year 1 provision (Fisher, 2009, 2011). Evidently, there is an absence of bridging between these two phases of education, meaning, children are at risk of experiencing an abrupt transition to formal schooling (Huser et al., 2015).

3.4.1   Child-Focused transition practices

Findings of research on child-focused transition carried out by Rosenkoetter et al. (2009) are as follows:

1. For all children, irrespective of their background or from the milieu they come from, the transiting environment or the next environment should be able to provide high quality childcare and developmentally appropriate classrooms as these are related to better academic and social outcomes such as cognition, work habits, initiative, self-direction, literacy, problem solving, and social adjustment.
2. The socio-economic status of the family, the neighborhood and vicinity of the residential address of children, that is, the ecological factors, including parental collaboration with the schools are related to the academic achievement and positive social outcomes for all children, that is, those developing typically and at-risk children.

3. Positive teacher-child relationship during the transition period from one setting to another setting is related to positive cognitive outcomes for all children and it also helps children adjust in the new setting irrespective of where they come from.

4. Socio-emotional development and communication or interaction skills are considered as critical for school readiness, compared to academic skills. These communication skills include expressing wants, taking turns, following instructions, among others.

5. A similarity between the two learning environments is believed to be positively related to successful transition for all children, even those with developmental delays. However, teachers in formal schools must be prepared to use appropriate teaching skills for successful adjustment and positive outcomes post-transition of children with disabilities or developmental delay or at-risk for school failure.

A number of studies on transition has focused on the child using the ecological model (Murray, 2014; Einarsdóttir, 2014; Dunlop, 2014; Harrison, 2014; Mackenzie, 2014). Transition to school programs need to be developed by paying particular attention to the factors that influence transition, while using the bioecological perspective (Sojo et al., 2011). The sense of belonging to the school community is a factor that has been considered in studies related to early childhood education, where the teacher is responsible for ensuring that each child has equal access to joint activities and is able to learn social skills with their peers (Hännikäinen, 2010). Later, Einarsdóttir et al. (2018) distinguished between approaches geared "toward" and "with" children as a transition process practice, where the children participate actively and equally in their own education. They stated that the acquisition of normative knowledge being the focus during teaching in preschool that "instead of an active, experiential and inquiry learning may lead to a neglect of the socio-emotional well-being of children" (p. 6).

Additionally, child-focused transition practices also involve teaching children about being responsible so as to meet the demands in formal schools. Results of a study conducted by Dementiy et al. (2016) revealed that to prepare children for school and learning, the education system must create conditions to help children develop the sense of responsibility as part of each child's personality trait. The authors clearly mentioned that children are prompted to comply and obey rather than developing a personality trait such as responsibility which is composed on cognitive, behavioural, and emotional components.

Koçyiğit (2014) found that media can be used as a supporting tool through cartoons, public service announcements, and special broadcasts to inform children about primary school. The author also found that playing games is an issue for children, as they believe that they will never play games in primary schools. Play should therefore form part of the transition practice as a pedagogical tool or using games as an "instruction technique" to allow continuity by teachers to support children during the process. The children in the study provided information that shows that they develop their perceptions of primary schools through their families and teachers. They are also worried about rules in the new education settings, which they consider as "big", "crowded", "complex", and "distant". Koçyiğit eventually concluded that preschool teachers and parents of preschool leavers should provide appropriate information about the primary schools and mentioned that visiting the primary schools as an introduction would be an appropriate transition practice. Simultaneously, preschool teachers should provide children with enriching experiences by implementing activities that can support children's transition to primary schools.

The more preschool experience children have, the more ready they are for primary school (Polat et al., 2016). During preschool time, children develop skills and characteristics that are related to school readiness for formal schooling and self-concept. Simultaneously, it was noted that teachers may not be investing much time on self-care skills while some children may already be independent and autonomous before joining primary schools. They concluded that studies should be conducted on development of self-concept of children, activities pertaining to the all-round development of the child should be generated and preschool education must be provided to a wider age-range of children.

3.4.2 Family-focused transition practices

The results of a study carried out in Australia on the assessment and intervention program during the transition time showed that parental involvement in transition activities make parents engage in the education of their child (Giallo, 2010). Families have been recognised as the primary people responsible for the school readiness of children (Koçyiğit, 2014).

Sojo (2011) reported in The KidsMatter Transition to School: Parent Initiative that based on evidence, it aims at supporting schools, parents and carers during the transition period of

children, by providing them with the knowledge, skills and resources to help children have a positive school start. Parents and carers had four information sessions along with resources and materials required, whereby the initiative sought to build up positive relationships and collaboration among all stakeholders, namely, school staff, parents and carers and the community at large. The initiative was also meant to support children and their families during the transition process which he coined as 'potentially challenging time', by assisting school in promoting mental health and well-being of children.

3.4.3   Teacher-focused transition practices

The relationship between intervention programmes and transition practices during the transition period have been investigated with regard to their relationship with development of academic skills such as literacy and numeracy skills. The long-term outcomes of transition interventions on the academic achievement of children were found. This confirmed that if teachers are well-prepared and 'ready' children can help scrutinise the impact on failure in first grade and repetitions. Moreover, there is evidence in research that if transition process is not dealt with appropriately, it may result in dropout and repetition.

Findings of a study on assessment of transition practices of sending and receiving ends teachers and how far their practices support academic development of children, proposed that there is a need for curriculum continuity and written information between the two settings must be shared (Ahtola et al., 2011). The research focused on the assessment of children in literacy and numeracy skills. In addition, it was mentioned that the academic skills of children became significantly developed if a variety of transition practices was used. Consistently, when the relationship between teacher-child interactions and achievement of children was investigated in a variety of kindergartens in the United States, through phonological awareness, literacy and numeracy skills of children, the finding revealed that high-quality teacher-child interaction supports the increase of vocabulary in children, in line with other studies (Curby et al., 2009; Belsky et al., 2007). Additionally, among the findings are the impact of classroom organisation on development of numeracy skills and the support of teacher was shown to be related with an improvement in literacy.

A study of the perspectives of preschool and primary school teachers on reading and writing informed that it is good to design specific work for writing to prepare children for transition and for the child to feel safe (Santos, 2015). The participant preschool teachers claim that they conduct visits with the children to the primary school, they implement activities in the school library, reading and writing for the children, they promote the use of record boards (attendance board, time board), and follow a method for teaching reading. They also claim to use the various work areas in the room, to show devices with letters, and to talk to the teacher who will teach the children in the primary school. Primary teachers informed that they use role playing games, read to children, functional reading, and organise the classroom space to give it the look or characteristics of the preschool classroom. Teachers who use specific models to teach reading did not note any link to preschool education. When asked about the best time to foster transition process and what competencies should develop in the domains of reading and writing, the participants of the study agreed that it is during preschool that there should be initiation to a more systematic work towards transition. That is, preschool teachers were held responsible for the transition process. However, the aim of both the preschool and primary school teachers was to train children to acquire more logic-driven competencies that prepares them to do higher level activities for the transition between the two settings. Both the preschool and primary teachers considered pedagogical practice as important for the transition process, paying attention to the activities that are conducted in the preschool classroom along with occasional visits to the primary school. Primary teachers suggested that parents and preschool teachers are responsible for the acquisition of specific academic competencies. The author also concluded that everyone who is part of the learning process of children should achieve the expectations or demands of the transition. With regard to the reading and writing competencies that children should develop when moving to the primary school, the preschool teachers listed the following: development of fine motor skills; drawing letters; autonomy; enjoying learning; recognising their own name; distinguishing letters from numbers; knowing the conventional spatial orientation of reading and writing; recognising letters; distinguishing letters from words and phrases; and orally dividing words into syllables.

Primary teachers on the other hand explained that when transitioning to the primary education, children: should be able to interpret images, must have developed core competencies (writing their own name and identifying colours), must have developed an interest for reading and writing, should understand the meaning of the text while reading, and should have developed

fine motor skills. One of the teachers states that "early childhood teachers, of course, will have a greater capacity to answer this question."

3.4.4 Teaching quality-focused transition practices

Evidence is present that there is a link between the number of transition practices implemented with better academic outcomes. While exploring the effect of transition activities in various kindergartens in the United States and the relationship with the outcomes of children, the authors mentioned that the academic achievement of children is better when families are actively involved, and when teachers frequently use transition practices. Altogether, the findings accentuate the impact of transition on the lives of children and their academic success in the future (Ahtola et al., 2011). Hence, numerous transition practices should be taken into consideration to support the transition of children joining formal schools. Therefore, there must be a plan which involves the transition practices of teachers, the transition activities of schools, ways to encourage parental involvement, building rapport between different ecologies, that is, preschools and primary schools, for effective communication and sharing of information such as the portfolio of children, and establishing curriculum continuity at both levels. Since a number of factors such as the personal development of children and academic achievement, family involvement, home-school bridging, dropout and failure rates, are related to transition from preschools to formal schools, due consideration must be given to transition practices present in literature as they are implemented. Given the international commitments and policies concerning the universal coverage and provision of high-quality primary educational services, it is fundamental to address dropouts and failure rates (UNESCO, 2014).

The study of Santos (2015) informed that for preschool teachers, preschool education should include: preparation of activities, in particular worksheets; the identification of one's own name; storytelling; joint activities with the primary school; the creation of situations that involve the functional use of reading and writing; the exploration of the conceptual, figurative, and functional aspects of writing language; reading by the adult; and contact between the preschool teacher and the primary teacher, that includes the preparation of an assessment report by the preschool teacher to be delivered to the primary teacher. This assessment report is similar to the EYFSP of the UK. Visiting the primary schools, presenting the work of the preschools, assessment and diagnosis of each child, a particular teaching method should be used, knowing

what the primary teachers do and expect are part of the tasks of the preschool teacher. Primary teachers explained that children must be provided with similar tasks as in preschool classroom in order to smooth the transition process. Games should be used in the primary classroom, and the space and time should be quite similar to that of preschool. They also explained that the teacher must be more rigorous and demanding, and they must use a particular method for teaching reading to facilitate the transition.

3.5   Why teacher-focused transition model for present study

For the present study, since the focus is on transition practices of sending and receiving teachers, the teacher-focused transition practices model is suitable. However, it is to be noted that without children in the class, teachers cannot implement transition practices. Teachers can only teach when children are present. The researcher opted for the teacher-focused transition practices to study how these practices influence transition of children moving from preschool to primary school in Mauritius. With children present in the classroom, the practices of teachers can be observed. Once the transition period has taken place, the role of the preschools and the sending teachers ends, while that of the primary school teachers becomes active (Ahtola et al., 2012). In view of what has been mentioned in this section, the need for preparing children for primary school can be highlighted as theme four of the study.

3.6   Consequential transition theory

Beach's Consequential Theory (1999) is mainly concerned with how knowledge is taken from one situation to another. Transitions are consequential because they affect the individual and their social context. Hence, consequential transition has been defined as:

"...the conscious reflective struggle to reconstruct knowledge, skills, and identity in ways that are consequential to the individual becoming someone or something new." (Beach, 1999, p. 30).

Beach developed four types of transitions to understand the different forms of consequential transition, namely:

i.   Lateral transition

Lateral transition involves the move between two related activities or settings in one direction. For instance, the move from primary schools to secondary schools. Similarly, the move from preschools to primary schools is in line with lateral transition. It involves the participation in one activity replaced by another one. However, the transition involves a notion of developmental progression from one setting to the next. Moving from preschools to primary schools indeed include developmental progression as children move from the informal school setting to a formal one.

ii.   Collateral transition

Collateral transition involves the participation of the individual in two or more related activities quite simultaneously. For instance, moving from home to school, doing a part-time job after school, and transiting from language arts class to science class at school. Collateral transition is multidirectional. Beach explained that development during this transition can run against societal notions of progress as often as it runs with them.

When children move from preschools to primary schools they are also moving from learning within an informal setting to a formal one. The knowledge and skills acquired during preschool years through areas of learning move to subject area. This implies that sending teachers use areas of learning to teach basic skills and knowledge to foster the development of children in all aspects of development, and hence, collateral transition also explains the transition of young children.

iii.   Encompassing transitions

Encompassing transitions involves the changing social activity which takes place within a specific setting. Individuals maintain consistency in activities that involves routines, rituals, revivals and rules although all social activities do not remain constant. Lave and Wenger (1991)

explained that "…*learners inevitably participate in communities of practitioners and the mastery of knowledge and skill requires newcomers to move toward full participation in sociocultural practices of a community*" (p.93). Another form of encompassing transition occurs when activities undergo rapid change relative to the lives of their participants. For instance, experienced teachers responding to new education reform initiatives. This transition also involves a clear notion of progress and takes place within a single activity with boundaries that change, at different rates with different consequences relative to the individual.

Practices of sending and receiving teachers determine the preparedness of children when they leave one setting to another. Also, receiving teachers who welcome young children in the primary school classrooms have specific education initiatives pertaining to their prescribed curriculum to adhere to. Sending teachers through themes and areas of learning have taught children so as to help them develop holistically. When these preschoolers move to primary schools, the rules, routines, and self change. They respond to the demands of the new setting and these may impact on their adjustment. Encompassing transition therefore explains the practices of the sending and receiving teachers.

iv. Mediational transitions

Mediational transitions occur within educational activities that fosters active participation and engagement of the individual in an activity that is to be fully experienced. This transition can be seen in activities such as a school play store (Walkerdine, 1988), instruction in writing (Palincsar & Brown, 1984), learning the concept of area (Sayeki, Ueno, & Nagasaka, 1991), as well as community and work-based apprenticeships (Lave & Wenger, 1991). Mediating transition embodies a particular notion of developmental progress for participating individuals, as it lies along a continuum ranging from class activities to the real-world context, that is, outside the school context. Therefore, independent of where the individual lies on the continuum, there is a mediating status regarding where the participants are and their developmental progress which is similar to Vygotsky's concept of a zone of proximal development (Vygotsky, 1978).

Sending teachers engage children in activities in preschools and foster their active participation so that they acquire specific knowledge and skills. Children hence develop holistically, and their progress is seen through their observable actions and behaviours. Receiving teachers on the other hand, follow a prescribed curriculum which guide them about what to teach. Children in preschools seek help from adults around them to perform certain tasks, while in primary schools there is no assistance. That is when children become independent by progressing in their development and start solving their problems on their own.

The four forms of transition share some common features that justify engaging them fully. Each form of transition involves building up of knowledge, identities, skills and transformations. Consequential transition involves progress for the learner through a developmental process. Eventually, consequential transition consists of changing relations between people and social activities, and also take into consideration the close relationship between people and activities.

Consequential transition is directed towards not only how education can prepare children, adolescents, and adults adapt to existing society by maintaining a certain degree of continuity in collective values and beliefs, but also how to support individuals to take part in the transformation of society by preparing them for same (Beach, 1991).

Lateral and collateral transitions sanction a broader educational focus on students' participation across schools, families, workplaces, and communities. When transitions occur in the students' life experiences, the activities carried out, the direction of the transition between them, and how the macro-level changes in society are concerned with developing knowledge, skills, and identity. The encompassing and mediational transitions sanction educational practices that enact change in the educational activities themselves, and thus, developmental changes in the coupling of students with activities that support learning. Beach pointed out that it may involve the expansion of classroom activities beyond the current schools and an expansion of the definition of schooling.

It is important to mention that Beach's notion of consequential transition has been used in studying the transition from primary to secondary school (Evangelou, Taggart, Sylva, Melhuish, Sammons, & Siraj-Blatchford, 2008). The strategies used to smooth that transition draws on Beach's mediational transition. In addition, when students move from school to university, lateral transition occurs (Krause, 2001; Leese, 2010; Shanahan, 2000). Thus, moving from one learning environment to another calls for the need for students to reflect on their prior experiences in the previous contexts and rebuild on same to adapt in the new context.

3.6.1 Why consequential transitions theory for present study

Children undergoing transition from preschool to primary school become someone new (Beach, 1991). The four forms of consequential transition will enable the researcher to understand the transition practices of both sending and receiving teachers as they prepare children to move from one learning environment to another. The focus will be more on mediational transitions which is more relevant to the study as the transition practices of teachers both in preschools and primary schools. In other words, preschool teachers prepare children to move to primary school with certain knowledge transferred into the primary classroom for reconstruction, involving the process of development linked to personal progress.

For the present study, lateral transition will help the researcher to study transition practices of both sending and receiving teachers since there is the move from informal learning to more formal learning. Both sending and receiving teachers work on the developmental progress of children in their respective settings through their own ways of instruction. Since collateral transition represents not only the move from home to school but between different subjects, this type of transition will enable the researcher to study the practices of receiving teachers in the primary school setting during the transition period of new entrants in primary schools. The collateral transition will also allow the researcher to study the transition practices of sending and receiving teachers through their pedagogical approaches to teaching and learning in both settings. Encompassing transition will help the researcher to study the transition practices of both sending and receiving teachers that enable a smooth transition for children. Mediational transition will be used to understand what teachers do to make children participate in activities,

how they observe children and how they support children during the transition phase, that is, in the last term of preschools and the first term of primary schools.

The consequential transition theory will therefore be used to study the transition practices of sending and receiving teachers. Consequential transition theory been used to study transition from home to school, from school to vocational education and so on. For the present study, consequential transition theory is being used to study transition of children moving from preschools to primary schools through the practices of the sending and receiving teachers.

Since the literature review provides a summary of existing literature by synthetising information (Galvan, 2006) and identifies limitation of theories and formulates the area of further research (Labaree, 2009), the researcher reviewed the literature on all the identified themes and underpinning theory. Based on the discussion of reviewed literature, research gaps will be identified, if any. For the present study, the researcher has used and expanded the funnel approach taken from Miller (2009) to develop a framework for the analysis of transition from preschools to primary schools by sending and receiving teachers if any research gap is identified. In order to fulfil the purpose of the present study, the research gap or gaps will be refined. The thematic and theoretical research gap or gaps will then be aligned to sieve the consolidated research gap. The consolidated research gap would be critically analysed to reach the research problem. Research questions would be outlined by probing the research problem, which would indicate the research design for the present study (Leedy et al., 2010).

3.7   Literature review on identified themes

3.7.1   THEME 1: SCHOOL READINESS

The Mauritian Education sector is an area of development that aims at reinforcing its human resources to transform the country into a Knowledge Hub. Since all other industries, namely textile and sugar, facing difficulties, Mauritius requires skilled human resources to sustain economic growth (World Bank Group, n.d.). That is how the vision of the Education Policy came up to:

"A Quality Education for All and a Human Resource Development base to transform Mauritius into an intelligent nation state in the vanguard of global progress and innovation" (p.11).

Two major objectives as outlined in the Strategic Plan 2008–2020 focus on the preschool and primary school sector, laying emphasis on teaching and learning as well as the different transitions in the life of the child (EFA goal, 2015). Nearly a decade ago the objectives of preschool education were to help children move to primary school as they develop cognitive and behavioural skills (UNESCO-IBE, 2006). In 2015 however, other domains of development are being given more importance, the objective being "to ensure that ALL children aged 3–5 years in Mauritius have the opportunity to develop their individual intellectual, socio-emotional and psycho-motor skills to the best of their capacity in order to build the confidence and self-esteem in learning that will not only prepare them for the next level (primary school) but, more importantly, lay the foundations for learning that will support them throughout their lifetime" (EHRSP 2008–2020, p.11).

The difference in the objectives show that preschools need to work towards helping children develop these capacities in all the aspects of development. Findings in the fields of education and developmental psychology identified the individual characteristics of the child, the characteristics of the school and the class which the child joins, the family and the environment of the child as the elements that affect the smooth transition of children moving from preschools to primary schools (Kokkalia et al., 2019). The authors also noted that school readiness influences the functioning of school when it is studied through the characteristics of the child. The findings of their study showed that there are tools that can help teachers, and other stakeholders to support children appropriately during this transition period. The tools, as examined by the researchers play an important role for the development of the child and can foster future academic progress of the latter. Moreover, preschool teachers need to prepare children for formal schooling. It is through the acquisition of certain basic knowledge, skills, and competencies that children will be able to move from preschool to primary school. Since there exist the notion of acquisition of certain knowledge, skills and competencies based on the development of each individual child, "readiness" for primary schooling is a term that can be used to explain this preparation. The quality of relationship between teachers and children may influence academic readiness of children which operates similarly to parent-child relationship at home which guides the behaviour of the young child towards peer relationships and eventually school readiness (Palermo et al., 2007).

Readiness implies different notions such as, readiness to learn, readiness for school, and "child-ready" schools focusing on educational interventions and outcomes in terms of quality. But as highlighted by Fabian and Dunlop, not being ready for transition to school at some point can be detrimental to future learning and self-esteem. Transition to school is equally important as to what happens once the children are in schools (Dockett & Perry, 2013). The argument that school readiness of children develops through their own school experiences, while they deal with various contexts and demands they encounter, posits that the experiences of children are shaped through school context and practices along with classroom practices (Peters, 2010).

In an online poll on what school readiness meant to them, Grimmer (2018) found that the term was related to self-care skills, where the child can go to toilet on their own. Some participants associated school readiness with the ability to socialise. Most of the respondents expressed their belief of school readiness in terms of self-confidence, listening to instructions, showing curiosity and interest and being able to separate from their parent/carer for a whole day. For very few participants school readiness implied counting, mathematical skills and reading and writing. This led the author to conclude that school readiness is not about academic skills. On the other hand, children who are not skilled enough to learn at school is not called lack of readiness. The term "lack of readiness" implies the discord that prevails between attributes of individual children and families and the resources available at school and ability of teachers, and appropriate engagement and response of the system (Dockett, Perry, & Kearney, 2010, p.1).

Through preschool and primary school teachers, O'Kane (2007) found that the personal, social and emotional and language and communication skills are important for transition (O'Kane & Hayes, 2010). Similarly, the Aistear (NCCA, 2009) identified four themes, namely:

1. Well-being which includes dispositions such as confidence, resilience and independence.

2. Identity and belonging which implies individual and group identity, understanding rules and boundaries, and working cooperatively.

3. Communication is related to the ability to express oneself confidently in a variety of ways.

4. Exploring and thinking referring to the ability to explore, investigate, question, problem-solve, and cope with frustrations and challenges. (p. 13)

As a matter of fact, school readiness in the Irish context is in line with the skills and dispositions mentioned (Ring et al., 2016). In addition, O'Kane (2015) also mentioned a set of factors such as the ability to listen and concentrate, to count, to recite the alphabet, to identify letters, shapes and colours, behave in a polite and socially acceptable manner are pre-academic skills which are equally important. For Einarsdóttir (2013), the focus should not be on school readiness. This is because it would suggest that children need to adjust to the unchangeable unit, which is the school, and the ECCE setting must get children ready for primary school.

Altun (2018), having examined and compared the views of parents, pre-service and in-service teachers on school readiness reported that the multidimensionality of school readiness refers to the readiness of children, parents, and the schools. The participants of the study focused more on the maturation of children, calling for an establishment of the role of each stakeholder, namely parents, schools, and the society. The researcher suggested that studies should be conducted to examine the practices of both parents and teachers that promote school readiness of children and how children can be prepared for a smooth transition from preschool to primary school settings.

The Head Start REDI preschool enrichment program has been designed to ease research-based practices in Head Start classroom to provide teachers with a manualised enrichment curriculum and provide supervised professional development focusing on development of language and literacy as well as socio-emotional skills. It has been implemented with a view to foster school readiness during preschool intervention programmes to promote the language literacy and socio-emotional skills (Bierman et al., 2010). The authors also found that evidence-based practices to reduce school readiness gaps is missing and hence, quality of preschool programmes needs improvement. Teachers need to be supported in its implementation besides learning how to honestly implement such practice. Through professional development, teachers can acquire required knowledge and skills to effectively implement evidence-based curriculum.

The implementation of the Head Start REDI Project shed light on the differences between "usual practice" classroom teachers and the teachers in the project. One of the findings showed that Head Start REDI teachers use interaction with children regularly. Although in a cognitively complex way, the teachers engage in conversation using questioning and rich vocabulary as they allow a flowing conversation with children. Their classroom had a positive climate and

the adopt preventive behaviour management strategies. The REDI program was a scaffolder which provided teachers with lesson plans, organisational skills, reduced preparation time and assisting teachers throughout the day on a platform for skill coaching. It has been documented that through the program, Head start teachers can also improve their instruction and bring emotional support to children in their classrooms. Simultaneously, children in REDI classrooms were found to benefit in vocabulary, phonological awareness, print knowledge, socio-emotional competencies, and problem-solving skills; they were less aggressive, showed they were socially competent and were better engaged in learning; they were able to effectively and efficiently perform learning tasks and had better self-control which facilitate learning and social-emotional adjustment to school. The benefits that the REDI children gained from the project contribute to school readiness of children.

In the same vein, Zembat et al., (2018) concluded that socio-emotional competencies, as per the findings of developmental psychology are essential for the transition from preschools to primary schools as this enable children to get along with teachers and build rapport with others. The authors also considered self-care skills as a prerequisite to start formal schools. They emphasised on the level of maturity as a determinant of readiness for primary schools.
The outcome of the discussion on reviewed literature on School Readiness are:

1)   Little emphasis is laid on how to achieve school readiness in preschoolers moving to formal schooling. Studies have highlighted the knowledge, skills and dispositions required to be ready for formal schooling, and there is a dearth of empirical evidence to show how preschool teachers can help children achieve school readiness. Little is known about what preschool teachers do in class to enable children to become ready for formal schools, how they do it and why they do it the way they do.

2)   While school readiness focuses on children joining formal schooling, the tasks of the teachers at both ends remain vague. Studies have focused mainly on preschool teachers preparing children for primary schools, but there is no information on what level of readiness is required to enter formal schools and how teachers can be sure about the school readiness of children.

The above review on the first research theme "School Readiness" highlights the following research gaps:

1)   Less attention is given to the best international practices to prepare children to be ready for primary schools.

2)   Less clarity on the extent of school readiness children must attain to join primary schools.

3)   Lack of scholarly attention on certainty of school readiness of children at the time they enter formal schools.

3.7.2   THEME 2: NATIONAL CURRICULUM FRAMEWORKS AND TRANSITION PRACTICES

In the past two decades, curriculum frameworks or pedagogical guidelines for early childhood education settings and publication of National Curriculum Frameworks have seen the light in many countries worldwide. The existing curricula of certain countries have been updated or have moved towards decentralisation and diversity. Curriculum guidelines not only ensure learning continuity when children attain compulsory school age, but when regulated, early childhood institutions become visible and have raised standards, bringing quality improvement and equity; it acts as a goal-steering device, and finally to establish a shared framework of guiding principles among major stakeholders in the field. An issue in curriculum change is the impact of how teachers make sense of curriculum initiatives on their daily practices and thinking (Sofou & Tsafos, 2010). Since policies are not transmitted into a vacuum, the ways in which they are understood by those who need to put them into practice are influenced by social, institutional and personal characteristics.

Inherent differences in policies and frameworks which guide preschool and primary school curricula may create discontinuities and therefore prove challenging for young children (Petriwskj, 2005). Sofou & Tsafos (2010) found that introduction of subject learning areas in preschools can facilitate children's transition to the first grade. However, participants in their study also mentioned that in the process, preschool teachers should maintain the preschool tradition so as to avoid making preschool feel like formal school. Subjects taught in primary school should be rudimentarily segregated to maintain continuity with primary schools. Likewise, Fisher (2011) highlighted the key role of the government when they dictate the practices of teachers with the help of national guidelines which present different models of

teaching through which discontinuities in pedagogies of teachers emerge as they strive to achieve the goals of the guidelines in respective institutions. She further mentioned that teachers may shift from play-based approach in preschools due to the emphasis laid on performance for primary school children, so as to help them in their academic achievement.

Faulkner and Coates (2013) reported that the EYFS curriculum intended to extend the reception class to offer a play-led curriculum instead of a normal one in Year One. The authors explained the recommendation of the inspectorate of having a gradual move from play-led to formal teaching and learning approach to smooth the transition of children at that level.

The Early Learning and Child Care Curriculum Framework of Alberta (2014) lays much emphasis on the tasks of teachers. It highlights the fact that 'What educators do matters!', and the teachers cultivate a learning community in which the identity of the child is being valued as a mighty learner and citizen, when they nurture the learning disposition of children.

Developmentally Appropriate Practice is a well-known term in Early Childhood Education. In a study carried out by Kilderry (2012) on teacher decision making in Early Childhood Education, it was found that preschool teachers use DAP as a preferred curriculum in four Victorian early childhood policy documents. The preschool teachers were not included in the policy documents and had no say despite being the curriculum implementor as well as being held accountable for curriculum in their practice. Another finding of the same study showed that teacher directed practice was legitimated, marginalised and silenced by the preschool teachers. Some teachers intervene in children's play, some stick to the DAP discourse, while others do not talk about when they might teach children skills and concepts directly. Teaching the content of the curriculum and skills through teacher directed practice was not very encouraging for teachers.

A study which examines the challenges faced by preschool teachers in implementing the Early Childhood Curriculum in Cape Coast, Metropolis, it was found that preschool teachers encounter difficulties with the content of the curriculum as they are not well-versed with the curriculum; parents consider preschool education as a waste of time and the preschool setting is considered as a playground, therefore showing they are unconcerned about early childhood education; the participants of the study reported that they are not trained or receive in-service training to be acquainted with new trends in the early childhood curriculum; there is a lack of

adequate teaching and learning materials that has an impact on the implementation of the early childhood curriculum (Ntumi, 2016). The researcher concluded that in-service training should be provided to teachers and parents on the early childhood education curriculum, its importance, and its impact on the education of children. Eventually, the study calls for investigation on the challenges that preschool teachers face in implementation of curriculum and how they can overcome those challenges.

The outcome of the discussion on reviewed literature on National Curriculum Frameworks and transition practices are:

1)   Studies cover the reform and restructuring process adopted worldwide. Reforms in education were made mainly for improving and meet the demands of successful learners. Though literature talks about this significantly, it does not cover further regulatory changes that are required to prepare children for transition to formal schooling.

2)   Much emphasis is laid on regulatory dimension of creating successful learners without paying attention to other aspects such as adjustment, coping strategies and content of primary school education. Less attention is given to the content that need to be taught by preschool teachers and how they should teach in order to impact on transition of children. Regulatory provisions and model of teaching required to smooth the transition of children moving from preschools to primary schools have not been suggested.

The above review on the first research theme "National Curriculum Frameworks and transition practices" highlights the following research gaps:

1)   The review of literature on educational reforms, curriculum framework and regulations highlight the need for more studies in this area.

2)   Although there are studies on the impact of curriculum reforms, the importance of a national curriculum framework for early years in relation to transition practices is not visible.

3)   There is a lack of scholarly attention on how a national curriculum framework in early years can cater for transition of children moving from preschool to primary school.

3.7.3   THEME 3: TEACHER-FOCUSED TRANSITION MODEL

At school, the teacher is the "first point of all" for children and act as the primary and only support during the adaptation to formal schooling (Skouteris et al., 2012). Preschool teachers, are the ones who are aware about the child rather than the primary school teacher.

The role of teachers as outlined in the Curriculum Framework for Alberta, is to make the learning disposition of children visible. To create continuity across early childhood communities, for example, the transition from informal to formal setting, teachers use learning story to document the learning of each child. Learning story is used to document learning dispositions of children within their daily experience of care, play, learning and development (Carr et al., 2010). The ways information is shared between settings and how the information are put to use in teaching and learning practices need to be reviewed to improve the way information about a child's development between preschool and primary schools is shared.

Relationship building with children, their families and the community enables teachers to co-construct continuity in transitions for the welfare of the child, the well-being of the family and learning. Teachers must help children initiate and develop trusting relationships within the early childhood community. At the same time, the curriculum framework also points out that thoughtful and unrushed transitions encourage and create positive relationships and foster sharing of information.

Transition has been a topic of research since practitioners aims at supporting the emotional development of young children (Fincham & Fellner, 2015). Studies have shown how teachers supported children and developed certain practices during their transition in early childhood settings (Jung, 2011). For the researcher, the teacher-focused transition model represents what teachers do to smooth the transition of children who will move from preschools to primary schools. Literature on teacher-focused transition model mainly highlight the practices of teachers in terms of transition programmes.

Most studies revealed that the model was developed based on the intervention of teachers in the transition process. Grimmer (2018) pointed out from his own experience that reception teachers (receiving teachers for the present study) are more concerned about the dispositions and attitudes of children when they join formal schools. These dispositions and attitudes as highlighted by the author, are the characteristics of effective learning as they encourage

children to learn. Additionally, Hopps (2014) proposed that the definition of "inter-setting communication" (Bronfenbrenner, 1979) be enlarged in order to improve the possibility of smoothing transitions of children. That is, the information between preschools and schools be exchanged while relying on the relationships amongst adults in both settings.

Language used in preschool and primary school settings has been identified as a discontinuity in the teaching of preschool and primary school children. Dunlop argued that despite collaboration of teachers in both settings, the different languages used by the teachers to describe their practices may be misunderstood by children and parents. Therefore, the author concluded that teachers need to stress more on shared meanings rather than shared terminology.

Educational philosophies of both sending and receiving teachers emanates from the differences that exist in the pedagogies between the settings. While preschool teachers prioritise social cooperation and respect for others by adopting a more progressive and humanistic philosophies, primary school teachers incorporate behavioural and comprehensive philosophies through systematic teaching of skills and teacher-directed learning.

Implementing transition practices between preschool and primary school help children develop academic skills from preschool to Grade I faster (Ahtola et al., 2011). The study showed the need for cooperation on curriculum issues between both schools, sharing of written information about preschool leavers, meetings between family and primary school teachers before school starts, and a close cooperation between the teachers from both settings are effective transition practices that can be implemented by teachers. Preschool teachers should however document the information for the children in a comprehensive way so that the primary school teacher can support the children in their classroom while knowing how to treat and teach them according to their demands and needs.

Person-oriented approach was used to analyse competence of the child and it was found to be a useful strategy to plan and refine teaching practice (Mascareno, 2014). Profiling techniques were successfully used to assess literacy instruction appropriate for each child in preschool and primary school classrooms (Connor et al., 2009).

Both sending and receiving teachers in another study share the same opinion that academic skills are important but prioritising domains of early school competencies, interpersonal skills and self-regulations are equally (Abry et al., 2015). The beliefs of teachers from both settings

were subject to misalignment. While preschool teachers believe they are taking measure to foster reading and math ability, yet, the adjustment of children in the primary classroom is influenced by area of competence in the domains of development. The findings of the study also showed a strong relationship between poor mathematical scores, social skills and learning approaches to beliefs on self-regulatory competence. Sharing information about the children which is not a common practice in some places (Ahtola et al., 2011) could help promote an alignment in the beliefs of teachers in both schools and raise awareness on the instructional objectives and strategies they both use respectively.

Aligned qualifications of teachers, having a shared foundation of each other's settings can also align the beliefs of both teachers in both settings on early school competencies. One of the concerns about children transitioning to formal schools has been the lack of academic skills (Urbina, 2018). The results of the study carried out in Mexico showed that primary school teachers have children with behaviour problems and those having difficulty to follow instructions in their classrooms. Preschool teachers who attended special training courses reported that children had difficulties respecting teacher's authority, taking turns, carrying out assigned classroom activities and keeping focused. Primary school teacher holding an academic degree reported that children had difficulties following instructions, to remain seated for a long time and to understand tasks assigned to them. Therefore, teachers who are well-trained are more likely to understand the difficulties children face during the transition from one education setting to another. The author also noted the discontinuity in curriculum when the children move from a play-based approach learning environment to a more academic-led one where they are required to remain seated and pay attention to the teacher and perform academic work instead of engaging in play activities.

The outcome of the discussion on reviewed literature on teacher-focused transition model are:

1)   Most studies in transition have focused on perceptions of teachers, children, families, schools and community. However, literature reveals that teacher-focused transition model is rare. Teacher practices have been highlighted in many studies, while there is scarce literature on teacher-focused transition practices. The review of literature also shows that the pedagogy in the two settings are different and there is not much literature on the pedagogies used by both sending and receiving teachers.

2)   Language is an issue for those countries where children are bilingual or multilingual. Being an important mean of communication and medium of instruction, more emphasis should be laid on the language used in both settings. Besides, teachers at both ends should be aware of the languages used by the children in their classroom.

The above review on the first research theme "Teacher-focused transition model" highlights the following research gaps:

1)   The literature on teacher-focused transition model reveals that there is a dearth of study focusing on this particular model.

2)   There is hardly any study that has focused on developing the teacher-focused transition model, with more emphasis in early years.

3)   There is a lack of information on language as medium of instruction in early years.

3.7.4   THEME 4: PREPARING CHILDREN FOR PRIMARY SCHOOL

Transition from preschool to primary school involves changes which are challenging for children (Mascareno, 2014) while the children are expected to master foundational academic skills, adjust to classroom activities rules which are stricter (Bossaert et al., 2011). Thus, in Anglo-American context, the transition period is the time when children are formally being taught academic skills (Marcon, 2012).

Preparing children for primary school or formal school refers to the practices of both sending and receiving teachers. Transition has been explained as a process which continues even after children start school and it is not only about getting children ready for teacher's expectations, but in this process, children learn and develop continuously at preschool, home and primary school (McCartin, 2016). Evidence from research showed that if children are aware of the next stage of their education life and are prepared for that level of education and the demands and expectations of the new setting, transition is most likely to be successful (Doyle, 2015). The government report "Supporting families in the Foundation Years" support the fact that if children are not prepared for school and the transition into school, practitioners are doing them

a disservice (Grimmer, 2018, p.19). In other words, the pedagogical matters are of concern in preparing children for the transition to primary schools.

Lietavcova et al. (2018) stated that preparing for primary school should be based on positive expectations since preschool, where preschool leavers learn to enjoy the being a primary school student, they are excited to learn new skills and knowledge are examples of positive expectations from the child which preschool teachers should teach. According to the study, preschool teachers should lay emphasis on physical and motor development of the child, their communication skills at all language levels, emotional and volitional competencies. In other words, sending teachers must ensure the holistic development of children in all the domains of development to prepare them for primary school.

Since the transition to primary school involve certain expectations about academic achievement which is directly related to pedagogical changes (Sollars & Misfud, 2016), stakeholders are conscious of these changes with implied more structure, less flexibility, reduced time for play and the completion of homework tasks. The participants in their study confirmed that they felt the need to inform children about the changes to which they would have to adjust, the differences in pedagogical approaches and the difference in the classroom setting. As earlier studies have revealed, primary schools prepare for the transition of children into formal education while structuring the first year of formal education to deliver developmentally appropriate learning while promoting continuity.

While continuity of learning experiences has been identified as a facilitator of transitions from preschools to primary schools, provision of transition activities to children may contribute to continuity. Studies have shown that children who attempted numerous transition activities and activities that helped in identifying feelings and promoting friendship had better adjustment when entering primary school and those children also developed a feeling of belonging to the new setting, build relationships easily and were very resilient.

The age of the preschool leaver and primary school new entrant influences the life of the latter during the transition phase. The demands of the new learning environment are such that children need to have self-control and behave as per societal norms. At this stage, children first start to develop their sense of responsibility. Preparing children for primary school therefore requires teachers to teach children shoulder their responsibility and simultaneously mould their personality through their teaching. This will create responsible citizens of tomorrow (Dementiy

& Grogoleva, 2016). The work carried out on the importance of developing socio-emotional competencies which contribute to smooth the transition of children moving from preschool to primary school, teachers in Greece consider both academic and socio-emotional competencies as important (Besi & Sakellariou, 2019). They strongly believe that if children can communicate effectively and have social skills, they reflect their emotional maturity and independence. The findings of the study pointed out that teachers can use social-dramatic play to teach children about their role as a primary school learner. They concluded that children should learn to sit and pay attention in class and effectively communicate their needs.

The outcome of the discussion on reviewed literature on preparing children for primary school are:

1)   Literature has ample evidence that children need to be prepared to go to formal schools or primary schools. Worldwide, each country has its own means of preparing children through different programs. But there is a lack of evidence on what teachers do to prepare children for the transition process. Apart from programs that tell teachers what children need to learn and what the teachers need to do, it is not mentioned the practices that teachers need to adopt to smooth the transition of children from preschools to primary schools. In addition, not all countries have such programs. Literature covers the experiences of some countries where transition programs are well established. But no study was found that look into transition practices of both primary and preschool teachers in their respective classrooms.

2)   Preparing children for primary school is real in early childhood education. However, the pedagogy used by teachers at preschool and primary school have not been examined in-depth. Little is known about how and what sending and receiving teachers do in their classrooms in order to prepare children for transition in primary schools. Most of the literature suggests that children should be prepared for formal schooling and to smooth the transition of children from preschools to primary schools. However, the activities, actions, pedagogical approaches, and steps required were not explicit enough.

The above review on the first research theme "Preparing children for primary school" highlights the following research gaps:

Synthesising the literature on transition from preschools to primary schools generated good insight on the practices in both settings. However, not much literature has been found on transition practices in Mauritius. Moreover, activities or steps which may help smooth transition of children during the move from preschools to primary schools are not addressed much in the literature review.

3.8   Literature review on consequential transition theory

Consequential transition theory has been used to study the move from school to work, taking part-time jobs after school, teachers responding to education reform and becoming an apprentice (Chao, 2015). The theory of consequential transition has been discussed under a sociocultural view of educational transition (Craft & Maunder, 2012). They have explained how educational research take place using the framework but however, it has not been mentioned how the theory can be used in studying transition from preschool to primary school.

Consequential transition theory has been used by researchers to study teaching. For instance, the theory has been used to study the roles and identities of teachers (Newell et al., 2009). The authors explained how teachers develop their identity moving from learning English to becoming a pre-service English teacher and finally an English teacher. The process required generalization and transfer of teaching tools from undergraduate and graduate course work in English and in education to school contexts that are more or less accepting of the tools.

Beach's consequential transition has also been used as a framework to study computer assisted language learning teacher education (Chao, 2015). The author studied language teachers learning with digital technology move from computed assisted course to their own teaching contexts.

Based on the review of literature on "consequential transition", the theoretical research gap has emerged. That is, there is a dearth of scholarly literature addressing the transition from preschool to primary school through consequential transition.

3.9 Gap identification process

Four research themes have been identified during the review of the keywords, from which the research gaps have emerged as follows:

Research gaps under Research Theme 1 (T1): School Readiness

1)   Less attention is given to the best international practices to prepare children to be ready for primary schools.

2)   Less clarity on the extent of school readiness children must attain to join primary schools.

3)   Lack of scholarly attention on certainty of school readiness of children at the time they enter formal schools.

Research gaps under Research Theme 2 (T2): National Curriculum Frameworks and transition practices

1)   The review of literature on educational reforms, curriculum framework and regulations highlight the need for more studies in this area.

2)   Although there are studies on the impact of curriculum reforms, the importance of a national curriculum framework for early years in relation to transition practices is not visible.

3)   There is a lack of scholarly attention on how a national curriculum framework in early years can cater for transition of children moving from preschool to primary school.

Research gaps under Research Theme 3 (T3): Teacher-focused transition model

1)   The literature on teacher-focused transition model reveals that there is a dearth of study focusing on this particular model.

2)   There is hardly any study that has focused on developing the teacher-focused transition model, with more emphasis in early years.

3)   There is a lack of information on language as medium of instruction in early years.

Research gaps under Research Theme 4 (T4): Preparing children for primary school

1)   Literature does not provide evidence of research that look into transition practices of both preschool and primary school teachers in their respective setting.

2)   There is a lack of literature on what and how teachers prepare children for formal schooling. The pedagogical approaches used, the activities they conduct, the methods they use to prepare children for formal schooling. There is a lack of study on the pedagogical and curriculum continuity in preparing children for primary school.

The above-mentioned research gaps were further reviewed in the light of available literature and were further refined to as follows:

1) Research has provided various ways of smoothing transition of children from preschools to primary schools through school readiness. However, there is a lack of literature on how to cater for school readiness of children during the transition period.

2) There is a dearth of literature on how practices of sending and receiving teachers can smoothen the transition of children from preschools to primary schools.

Themes	Thematic Research Gaps (Tg)	Refined Research Gaps

T1

1. Less attention is given to the best international practices to prepare children to be ready for primary schools.
2. Less clarity on the extent of school readiness children must attain to join primary schools.
3. Lack of scholarly attention on certainty of school readiness of children at the time they enter formal schools.

T2

1. The review of literature on educational reforms, curriculum framework and regulations highlight the need for more studies in this area.
2. Although there are studies on the impact of curriculum reforms, the importance of a national curriculum framework for early years in relation to transition practices is not visible.
3. There is a lack of scholarly attention on how a national curriculum framework in early years can cater for transition of children moving from preschool to primary school.

Research has provided various ways of smoothing transition of children from preschools to primary schools through school readiness. However, there is a lack of literature on how to cater for school readiness of children during the transition period.

Consolidated Research Gap

T3

1. The literature on teacher-focused transition model reveals that there is a dearth of study focusing on this particular model.
2. There is hardly any study that has focused on developing the teacher-focused transition model, with more emphasis in early years.
3. There is a lack of information on language as medium of instruction in early years.

1. Literature does not provide evidence of research that look into transition practices of both preschool and primary school teachers in their respective setting.
2. There is a lack of literature on what and how teachers prepare children for formal schooling. The pedagogical approaches used, the activities they conduct, the methods they use to prepare children for formal schooling. There is

a lack of study on the pedagogical and curriculum continuity in preparing children for primary school.		There is a dearth of literature on how practices of sending and receiving teachers can smoothen the transition of children from preschools to primary schools.

T4
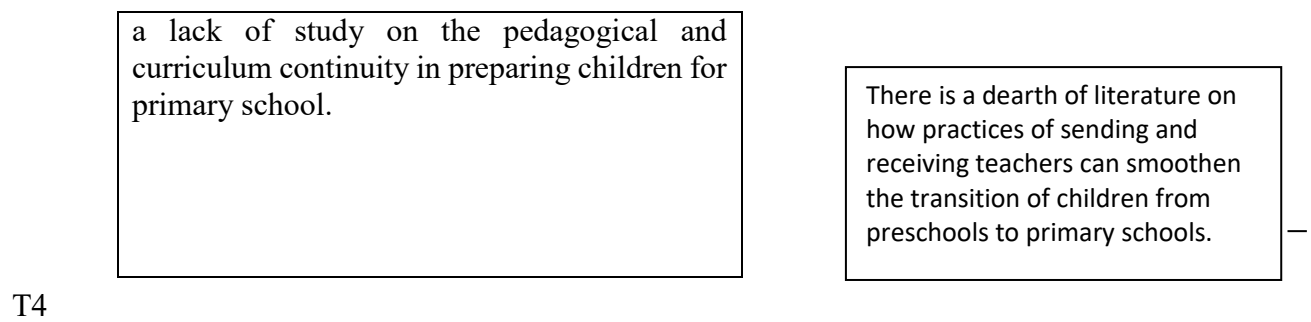
Figure 3. 1: Refining of research gaps

3.9.1 Consolidated Research Gap

The review of literature for the study derives two research gaps. The research gaps have further been reduced using the funnel approach suggested by Creswell (1994), and as expanded by Miller (2009) for developing a framework for the analysis of transition practices of sending and receiving teachers. The funnel approach that derived the consolidated research gap is presented below in Figure 3.2.
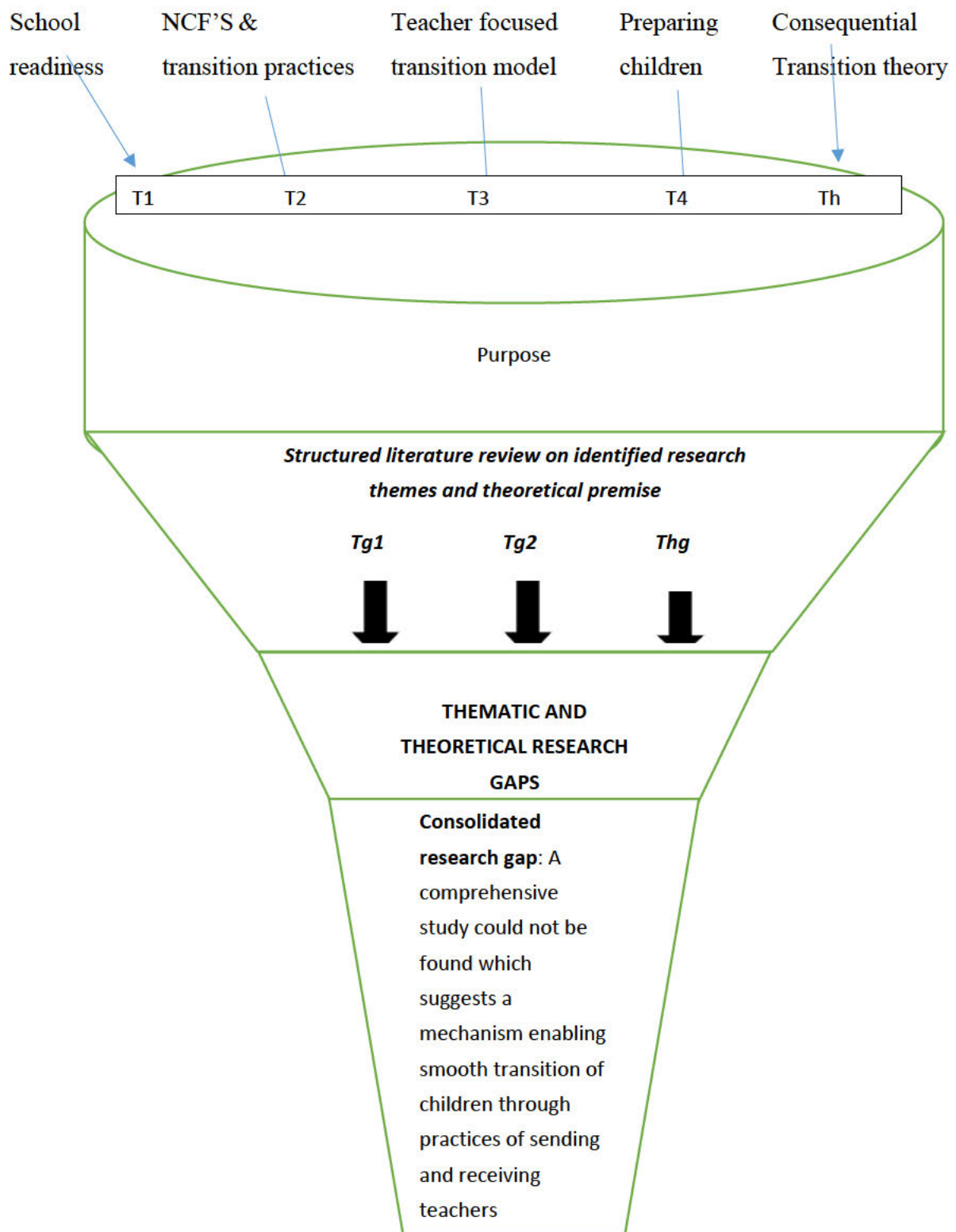
Figure 3. 2: Funnel Approach for Consolidation of Research Gap

In figure 3.2, 'T' stands for research theme and 'Th' stands for theoretical premise. T1 is the theme 1, which is school readiness, T2 stands for National Curriculum Frameworks and

transition practices, T3 is the Teacher focused transition model, T4 is for preparing children for primary schools and Th represents the Consequential Transitions Theory. On the right of figure 3.2, the top part of the funnel diagram represents the literature review undertaken for the specific key words. 'Purpose' in the figure represents the Education problem as identified, which is 'Inadequate school readiness and early childhood education is resulting in inefficient transition practices'. 'Tg' stands for thematic gap and 'Thg' stands for theoretical premise gap. Tg1 represents "there is a lack of literature on how to cater for school readiness of children during the transition period" and Tg2, there is a dearth of literature on how practices of sending and receiving teachers can smoothen the transition of children from preschools to primary schools. 'Thg' explains there is a dearth of scholarly literature addressing transition from preschool to primary school through consequential transition.

The consolidated research gap for the present study is: **"A comprehensive study could not be found which suggests a mechanism enabling smooth transition of children through practices of sending and receiving teachers".**

3.9.2 Critical analysis of research gap

The literature review has shown that transition from preschools to primary schools is indeed a sensitive process. Though educational reforms have been implemented, yet the transition of children remains a worldwide issue. School readiness has been mentioned as a way of smoothening the transition process for children. However, the understanding of the term school readiness remains vague. There need to be an understanding of the term in order to cater for young children readiness for formal schooling. The Government of Mauritius has tried to address the issue of transition of children from preschools to primary schools by a National Curriculum Framework Pre-Primary and the Bridging the Gap Initiative. But significant success could not be achieved. Since transition from preschools to primary schools is a process, there is a need to bring the transition from one setting to another consequentially, through the teachers in both settings. Since inadequate school readiness and Early Childhood Education is resulting in inefficient transition practices, there is a need to work on the transition process by focusing on it consequentially. Though policymakers are also on the same line of thought as they tried to introduce the Developmental Learner Profile and the Primary School Readiness so as to smoothen the transition of children moving from preschools to primary schools, they

could not suggest a framework which can enable school readiness through practices of teachers in both school settings. Hence, this study suggests that there is a need to design a framework which can suggest a mechanism to enable smooth transition of children through practices of sending and receiving teachers.

3.10   Research problem

In order to carry out a study, there is a need identify a problem to study. A research problem is the root of an entire project and refers to an issue or concern that drives and guides the need to conduct a study (Pardede, 2018). A research problem illustrates a broad proposition of how to do something. The research problem for the present study is:

"To find an approach that can be adopted to enable school readiness in children for transition from preschools to primary schools through transition practices"

3.11   Research questions

Creswell (2012, pp. 59–60) suggested that the research topic, purpose and research questions, that is, the research process, need to be compared with the research problem in order to understand it. The purpose is narrowed into specific questions for the researcher to address in a study. The research questions give shape and guides the study in both theoretical and methodological terms (Agee, 2009). The research question for the present study is:

"What should be a framework for transition practices of sending and receiving teachers for school readiness of children?"

Research theme **Theoretical premise**	• School readiness • National Curriculum Frameworks & transition practices • Teacher focused transition model • Preparing children for primary schools • Consequential Transition theory
Purpose	• Inadequate school readiness and early childhood education is resulting in inefficient transition practices
Structured Review of literature on identified research themes and theoretical premise	• There is a lack of literature on how to cater for school readiness of children during the transition period • There is a dearth of literature on how practices of sending and receiving teachers can smoothen the transition of children from preschools to primary schools • There is a dearth of scholarly literature addressing the transition from preschool to primary school through consequential transition
Thematic and Theoretical RESEARCH GAPS	• A comprehensive study could not be found which suggests a mechanism enabling smooth transition of children through practices of sending and receiving teachers
RESEARCH GAP	• A comprehensive study could not be found which suggests a mechanism enabling smooth transition of children through practices of sending and receiving teachers
RESEARCH PROBLEM	• What approach should be adopted to enable school readiness in children for transition from preschools to primary schools through transition practices
RESEARCH QUESTION	• What should be a framework for transition practices of sending and receiving teachers for school readiness of children?"
QUALITATIVE RESEARCH DESIGN	• Reearch design is based on research question (Cooper & al., 2006)

Figure 3. 3: Research question leading to qualitative research design.

Figure 3.3 shows the alignment of the research question with the research design. The research design answers the question as set out by the literature review. The relationship between the research question and the research design is essential to the research process as it strengthens the whole foundation of the research (Draper, 2004). Therefore, the research question of the present study highlights the need for a qualitative research design.

3.12   Research objective

The main aim of research is to discover the hidden truth or what has not been found yet (Kothari, 2004). A research objective is to use scientific procedures to seek answers to research questions. The research objective of the present study is:

"To formulate a framework for school readiness of children through transition practices of sending and receiving teachers."

Figure 3.4 shows how the research objective of the present study set lines for a qualitative research design to develop the conceptual lens.

School readiness   NCF'S & transition practices   Teacher focused transition model   Preparing children   Consequential Transition theory

| T1 | T2 | T3 | T4 | Th |

Purpose

Structured literature review on identified research themes and theoretical premise

Tg1   *Tg2 Thg*

THEMATIC AND THEORETICAL
RESEARCH GAPS

RESEARCH GAP

RESEARCH PROBLEM

RESEARCH QUESTION

RESEARCH OBJECTIVE

International transition practices   Mauritian transition practices

Figure 3. 4: Research objective outlining methodology for familiarisation

The research objective suggests that the practices of sending and receiving teachers should be analysed for familiarisation under qualitative research design. The familiarisation of the global and Mauritian transition practices will result in the conceptual lens, a process which is known as conceptualisation (Vygotsky, 1986).

3.13 Summary

Transition has been a subject of study worldwide for many decades now. The Education Sector has been restructured and transformed to smooth the transition of children moving from preschools to primary schools. Most research on transition have focused on Bronfenbrenner's ecological theory as the child is at the center. However, for the present study, transition is being studied through the practices of teachers in the classroom in both the environments. Based on transition of young children into formal schooling, the countries which undertook transition practices were United Kingdom and Australia. The said data would be used for conceptualisation purpose in Chapter 6. The underpinning theory for the present study is "consequential transitions theory" of King Beach as it explains the transition from one learning environment to another. The fourth research theme for literature review is, 'the need for preparing children for primary schools. The review of literature landscape is therefore made on four research themes and underpinning theory, namely, 1) School readiness 2) National Curriculum Framework and transition practices 3) Teacher-focused transition model 4) Preparing children for primary schools 5) Consequential transition theory. Consolidation of research gap has been carried out by refining the research gap identified from the research themes. The funnel approach adopted by Miller (2009) was followed. The research gaps identified from the four research themes were then refined to two research gaps leading to a consolidated research gap which is "A comprehensive study could not be found which suggests a mechanism enabling smooth transition of children through practices of sending and receiving teachers". The theoretical premise gap for the study has been found to be "there is a dearth of scholarly literature addressing the transition from preschool to primary school through consequential transition." The research problem, research question and research objective were formulated from the consolidated research gap and the theoretical premise gap. The research problem for the study has been derived as follows: To find an approach that can be adopted to enable school readiness in children for transition from preschools to primary schools through

transition practices. The research question for the study which is, "What should be a framework for transition practices of sending and receiving teachers for school readiness of children?" has been framed based on the critical analysis of the theme-based research gap and the purpose of the study. The research objective which corresponds to the research questions has then been set out as follows: "To formulate a framework for school readiness of children through transition practices of sending and receiving teachers." The research question highlights the need for a qualitative research design.

CHAPTER 4

RESEARCH METHODOLOGY

4.1   Introduction

This chapter delineates the study undertaken to study transition practices of sending and receiving teachers in Mauritius. It explains the research method and design undertaken for the study. Operational definitions for the present study are given and details of data gathering tools and their validation. The study uses a qualitative paradigm for the development of a conceptual framework for the transition practices of sending and receiving teachers in Mauritius. Studies that have developed framework used qualitative methods (Labuschagne et al. 2005; Lipošcak et al. 2006; Zhou et al. 2007). Data has been analysed using the framework approach to conceptual qualitative data analysis under investigation in the present study. The results demonstrated a process of shift from existing concepts to entering into a framework, conducting interview on a protocol developed from conceptual lens during the analysis, and eventually producing a conceptual framework. The final protocol was developed from conceptual framework and discussion with experts. Altogether, the results brought out a framework for transition practices of teachers at both ends in Mauritius. Stainback and Stainback (1984) suggested that in order to reduce incongruities in qualitative data analysis, the qualitative research must describe the role of the researcher, different strategies used and data gathering techniques and data analysis. Thus, the researcher has maintained accountability throughout the research process by using Lincoln and Guba (1986) comprehensive list of criteria to evaluate the quality of qualitative study. The criteria are dependability, confirmability, transferability, credibility, authenticity and crystallisation (Lincoln & Guba, 2000).

4.2   Research method and design

Leedy and Ormord (2010) stated that researchers should ideate the research design and research method in a way which enables the latter to gather and process data as per the research problem. A research design is like a map. It enables the researcher to get from "here to there", where "here" is the represented by the questions to be answer and "there" is the conclusions or

answers to these questions (Yin, 2014). In qualitative research approach, people construct knowledge as they give meaning or make sense or engage in an experience or phenomenon (Merriam & Tisdell, 2016). Therefore, enquiry can be either from a constructivist or participatory perspective. Phenomenology, grounded theory, ethnography, narrative analysis and case study are qualitative research strategies (Merriam & Tisdell, 2016).

4.2.1 Research method

The purpose of this research is to develop a framework for school readiness of children through transition practices of sending and receiving teachers. Leedy and Ormord (2010) led the researcher to opt for qualitative methods based on the research questions "What should be a framework for school readiness of children through transition practices of preschool and primary school teachers?" There is no prior framework available on school readiness in Mauritius and thus, there is a need for the conceptual base on which a framework can be built. The validity and reliability of the present study are based on the criteria of Lincoln and Guba (2005), and the "framework methodology" to data analysis is obtained from Smith and Firth (2011).

4.2.2 Research design

The research design describes the framework, compositional approaches and associated process to conduct a similar study (Creswell, 1994). The research design is used to answer the question set out by the research question (Closs and Cheater, 1999). The link between research question and research design strengthens the entire foundation of research (Draper, 2004). Identification of the research question in the previous chapter led to the use of the "Qualitative Research Design" for this study.

4.2.3 Operational definition

Operational definition is the definition of concepts that a researcher plan to use in a measurable way (Kumar, 2011). It will inform readers what is meant by the concepts that are being used in the study. Since each person's views differ from each other, operational definition is required to bring everyone on the same platform. It also helps in eliminating ambiguity in thoughts

(Graham et al., 2000). Therefore, the operational definitions pertaining to this particular study are as follows:

1) Sending teachers: Preschool teachers working with five-year-olds who will be leaving preschool to move to primary school the next year. In one preschool, the grouping of children is done in groups. Each group works differently according to their age-appropriateness.

2) Receiving teachers: Receiving teachers are the teachers who work will new primary school entrants. They are the teachers who welcome new children to the new formal setting of primary schools.

3) Transition practices: Transition practices mean what the teachers do in preschools and primary schools to cater for transition of children. That is, what teachers in both settings do to prepare children for formal schools.

4) Framework: It is a blueprint developed methodologically in the study to separate preschools and primary school teachers' practices to introduce school readiness in Mauritius.

4.2.4 Population and sampling

For this particular study which focuses on transition practices of sending and receiving teachers in Mauritius, experienced preschool teachers working with preschool leavers and primary school teachers working with new entrants in primary schools from different locations around the island have been selected. The 16 participant teachers were selected through purposeful sampling, targeting specifically the age group the teachers work in each setting. 14 participants have been trained at the Mauritius Institute of Education while 2 of them have been trained abroad. A couple of them have worked in the field early years education, both preschool and primary school levels and have been interviewed. Eventually, the size of interview sample depended on the saturation of information.

4.2.4.1 Demographic profile of respondents

While Mason (2010) pointed out that saturation is the most important factor that decide sample size in qualitative research, theoretical saturation was explained as the point when the qualitative analyst does not retrieve any new information from data which are related to codes, themes or theory (Guetterman, 2015). There were 18 participants in all for the study, that is, 16 teachers and two participants at senior level. Receiving teachers working in government primary schools hold a Teacher's Diploma in Primary from the Mauritius Institute of Education. Those participants have been trained to work in primary schools. Sending teachers mostly hold a Teacher's Certificate in Early Childhood Education and some, a Teacher's Diploma in Early Childhood Education. This imply that sending teachers have studied to teach in preschools. The information of the demographic profile of each participant based on their experience, expertise, qualifications, designation, the workplace at the time of data collection is presented in Table 4.1 below.

Table 4. 1: Demographic profile of participants of the study from primary schools

	REGION	School Domain	NAME	GENDER	Qualification	Teaching Experience	Role
1	Urban	Public primary school	Gina from James Bond Government School	Female	Teacher's Diploma Primary	16 years	Receiving teacher
2	Urban	Public primary ZEP school	Gira from Jerome Government School (ZEP)	Female	Teacher's Diploma Primary	15 years	Receiving teacher
3	Urban	Private Primary school	Smita from Humpty Dumpty Primary School	Female	Teaching English as a Foreign Language (Ireland)	10 years	Receiving teacher
4	Urban	Private Primary school	Devi from Hamster Primary School	Female	Teaching English as a Foreign Language (Ireland)	14 years	Receiving teacher
5	Rural	Public primary school	Irfan from Charlie Government School	Male	Teacher's Diploma Primary	20 years	Receiving teacher
6	Rural	Public primary school	Riya from Jerome Government School (ZEP)	Female	Teacher's Diploma Primary	14 years	Receiving teacher
7	Rural	Private Primary school	Diana from Orange Private Primary School	Female	Higher School Certificate	15 years	Receiving teacher
8	Rural	Private Primary school	Jenna from Sombo Primary School	Female	Higher School Certificate	15 years	Receiving teacher

Table compiled by researcher

Table 4. 2: Demographic profile of participants of the study from preschools

	REGION	School Domain	NAME	GENDER	Qualification	Teaching Experience	Role
9	Rural	Private preschool	Vanessa from Humpty Dumpty Pre-Primary School	Female	CPECE; TCECE; TDECE; CEM	26 years	Sending teacher
10	Rural	Private preschool	Noshmi from Beethoven Pre-Primary School	Female	CPECE; TCECE	10 years	Sending teacher
11	Urban	Private preschool	Shaihaar from Noah Pre-Primary School	Female	Diploma of Early Childhood and Care (Ireland); ECETC	12 years	Sending teacher
12	Urban	Private preschool	Anna from ChowChow Pre-Primary School	Female	CPECE; TCECE; TDECE	13 years	Sending teacher
13	Urban	Public preschool	Lina from Dido Government Pre-Primary School (ZEP)	Female	CPECE; TCECE	12 Years	Sending teacher
14	Urban	Public preschool	Chrissy from Aryan Government Pre-Primary School	Female	CPECE; TCECE	18 years	Sending teacher
15	Rural	Public preschool	Holly from Charlie Government Pre-Primary School	Female	CPECE; TCECE	12 years	Sending teacher
16	Rural	Public preschool	Enya from Jerome Government Pre-Primary School (ZEP)	Female	CPECE; TCECE	8 years	Sending teacher

Table compiled by researcher

Table 4. 3: Demographic profiles of participants of the study higher officials

	Name	Gender	Position held	Years of experience	Sector
17	Kevin	Male	Senior Early Childhood Education Professional	>40 years	Retired officer in the ECE sector
18	Molly	Female	Education Policy Maker	>30 years	Ministry of Education, Human Resources, Tertiary Education and Scientific Research

Table compiled by researcher

4.2.4.2   Details of participants

Respondent One – Gina

Gina is a primary school teacher working with Grade 1 children at James Bond Government School which is in an urban area. She is married with a teenage daughter and a seven-year-old son. She has been a primary school teacher for 16 years and has always worked with new entrants. She holds a Teacher's Diploma in Primary from the Mauritius Institute of Education.

Respondent Two – Gira

Gira is a primary school teacher working with Grade 1 children at Jerome Government School which is a ZEP school. She is married with two children under 10 years old. She has been a primary school teacher for 15 years now and has recently joined the ZEP school. She has been working with new entrants in ZEP school for the past four years. She holds a Teacher's Diploma in Primary from the Mauritius Institute of Education

Respondent Three – Smita

Smita, the youngest participant, is in her early thirties and works at Humpty Dumpty Primary School. An English-medium private school, in an urban region, there is a preschool unit attached. Smita has studied Teaching English as a Foreign Language in Ireland and has worked for 10 years. She has been working with new entrants for the past six years.

Respondent Four – Devi

In her mid-forties, Devi has been working for 14 years as a private primary school teacher, at Hamster Primary School. She has studied Teaching English as a Foreign Language in Ireland. She has been working in the attached preschool unit of Hamster Primary School and moved to teach in primary after she joined the Early Childhood Education Teacher's Certificate at the Mauritius Institute of Education.

Respondent Five – Irfan

Irfan in his late forties, is the only male teacher participant in the study. He reckons more than 20 years of experience as a primary school teacher. He started his career with new entrants in Standard 1 and at the time of data collection, he was working with new entrants in Grade 1 at Charlie Government School, after more than 15 years of his career. He was also studying a Diploma in Educational Management at the time of data collection.

Respondent Six – Riya

Riya is in her late thirties and reckons 14 years of service as a public primary school teacher. She has been working at Jerome Government School, a ZEP school in a rural region from past six years. She holds a Teacher's Diploma in Primary from the Mauritius Institute of Education.

Respondent Seven – Diana

Diana is in her early forties and reckons 15 years of experience as a private primary school teacher. She has been working at Orange Private Primary School in a rural region from past 15 years. She holds a HSC and no specific teacher training.

Respondent Eight – Jenna

Jenna is in her early forties and reckons 15 years of experience as a private primary school teacher. She has been working at Sombo Primary School in a rural region from past 15 years. She holds a HSC and no specific teacher training.

Respondent Nine – Vanessa

Vanessa is in her late forties and reckons 26 years of experience in the Early Childhood sector. She has been working at Humpty Dumpty Pre-Primary School, a rural private preschool. She holds a Certificate of Proficiency, Teacher's Certificate, Teacher's Diploma in Early Childhood Education and also a Certificate in Education Management in Pre-Primary Education from the Mauritius Institute of Education. She is not only a preschool teacher but is also the preschool manager. She is responsible for preparing preschool leavers as from the second trimester and initiates new preschool entrants in the beginning of the year.

Respondent Ten – Noshmi

In her early thirties, Noshmi has been teaching at Beethoven's Pre-primary School, a private preschool in a rural region, for 10 years. She has a Certificate of Proficiency in Early Childhood Education and successfully completed her Teacher's Certificate in Early Childhood Education from the Mauritius Institute of Education at the time of data collection. She has worked with preschool leavers for past six years.

Respondent Eleven – Shaihaar

Shaihaar is in her mid-forties and has studied a Diploma in Early Childhood and Care in Ireland where she worked for eight years before coming back to Mauritius. She then studied the Early Childhood Education Teacher's Certificate at the Mauritius Institute of Education as she wanted to learn about teaching in Mauritian preschools. She has been working at Noah Pre-Primary School, a private preschool in an urban region. She has 12 years of teaching experience at preschool level and has been preparing preschool leavers for the past four years.

Respondent Twelve – Anna

Anna reckons 13 years of experience in teaching preschoolers. She has been working at ChowChow Pre-Primary School in an urban region, for past eight years. She holds a Certificate of Proficiency, a Teacher's Certificate and a Teacher's Diploma in Early Childhood Education from the Mauritius Institute of Education. She has been preparing preschool leavers for past 10 years.

Respondent Thirteen – Lina

Lina is in her late thirties and works at Dido Government Pre-Primary School. She holds a Certificate of Proficiency and Teacher's Certificate in Early Childhood Education. She has been teaching for 12 years and worked only with preschool leavers. At the time of data collection, she was studying for a Teacher's Diploma in Early Childhood Education.

Respondent Fourteen – Chrissy

Chrissy is in her late forties and works at Aryan Government Pre-Primary School. She holds a Certificate of Proficiency and a Teacher's Certificate in Early Childhood Education. She has been teaching for 18 years and has always worked with preschool leavers. At the time of data collection, she was studying for a Teacher's Diploma in Early Childhood Education.

Respondent Fifteen – Holly

Holly works at Charlie Government Pre-Primary School in a rural region. She is in her early forties and has 12 years of experience as a preschool teacher in a public school. She holds a Certificate of Proficiency in Early Childhood Education and a Teacher's Certificate in Early Childhood Education from the Mauritius Institute of Education. She has been working with preschool leavers for past 10 years.

Respondent Sixteen – Enya

Enya is in her early forties and work as a preschool teacher for past 8 years. She holds a Certificate of Proficiency in Early Childhood Education and a Teacher's Certificate in Early Childhood Education. She has been working with 5 year olds school leavers for past seven

years. She works at the preschool of Jerome Government School, a ZEP rural school. Therefore, the school where Enya works is a ZEP preschool.

Respondent Seventeen – Kevin

Kevin is a retired officer. He is in his early sixties, and he had a fabulous career path in the Early Childhood Education sector. He started as a preschool teacher, then climbed the ladder of success gradually till he became Supervisor. He retired as officer-in-charge of the ECCEA after 40 years of service.

Respondent Eighteen – Molly

Molly is one of the highest ranked officer of the Early Childhood Education. She is responsible of the Early Childhood Education sector in Mauritius. She has been focusing on Early Childhood Education for past 20 years now.

Since the study is about transition practices of sending and receiving teachers, the researcher targeted preschool and primary school teachers working with school leavers and new primary school entrants for the purpose of the interview. Table 4.4 shows the number of participants picked from each type of school and the two senior level participants who have witnessed and witnessing changes in the education system for more than 30 years now.

Table 4. 4: Number of participant teachers from different schools

	School Profile	No of Respondents
1	Rural Public Preschools	2
2	Urban Public Preschools	2
3	Rural Private preschools	2
4	Urban Private preschools	2
5	Rural Public Primary schools	2
6	Rural Private Primary schools	2
7	Urban Private Primary schools	2
8	Urban Private Primary schools	2

Table compiled by researcher

Altogether, 16 participants were interviewed and two senior level officers for protocol validation. Based on the validated protocol, interviews were conducted until saturation of data.

4.2.5 Vygotsky's theory of conceptual development

A series of concepts linked together which carried an understanding of a phenomenon can be explained as the conceptual framework (Jabareen, 2009). It is constructed through various information that is borrowed from previous experiences or literature. However, the researcher builds the coherence in its structure. Basically, the conceptual framework is an idea of what has been planned to be studied or investigated. The conceptual framework identifies potential validity threats to conclusions and therefore helps in refining goals (Maxwell, 2005).

The concept of Conceptual Framework is rooted in the Sociocultural theory of Vygotsky. The theory of concept formation is important to develop conceptual framework (Berger, 2005). Conceptual maps or conceptual lens, which is a visual display of key thoughts grasped from historical developments (Strauss, 1987), are generally used to develop the conceptual framework (Novak & Gowin, 1984). Considerable reworking is required to reach the point where the conceptual lens is helpful for the research (Sage, 1994). For the present study, the conceptual lens has been scrutinised thrice to support the development of the conceptual

framework. The approach to the development of conceptual lens is based on Vygotsky (1934, 1986), who classified preconceptual thoughts into three:

i) Formation of syncretic groups

ii) grouping according to complexes, and

iii) creation of potential concepts

Strauss and Corbin (1998) suggested that this classification is similar to open, axial and selective coding.

4.2.5.1 Syncretic groups and open coding

Syncretic groups are based on vague and undefined similarities between object which represent the most basic form of preconception groupings. As Vygotsky identified, syncretic delineates the more or less random grouping of objects. Initial groups of data are created by the researcher under syncretic groups and open coding, based on the initial impression on data to fit together in a coherent way. Qualitative researchers generate open codes during the early phase of analysis of original data sources such as documents, interviews, audios or videos. The huge amount of data available are then broken down into small units to create open codes (Strauss & Corbin, 1998).

4.2.5.2 Complexes and axial coding

Complexes are more structured and concrete than synthetic groups. The objects to be classified are grouped as per the physical or analytical nature. At this stage, complexes are more diverse from pre-conceptual reasoning as the attributes of the objects cannot be separated and are tied with them. Similarly, axial coding involves a continuous linking of different data categories that emerged from the open coding. The data and associated category are then revisited and refined through linkages. The focus of the researcher then moves from one piece of data to that of categories data (Strauss & Corbin, 1998).

4.2.5.3 Potential concepts and selective coding

Potential concepts foreruns the conceptual thought. Objects are grouped based on similarity. Selective coding involves synthesis of ideas that comes from original data. The maximal similar groups are equal to the subthemes which are derived from deep data analysis that takes place during open coding and axial coding. When the themes are merged, core category is then developed.

This coding exercise has been carried out by the Nvivo. Based on identified codes and the association between them, categories and themes have been developed and refined to reach the core concept of conceptual framework. Appendix III and IV can be referred to for the coding operation.

4.2.6 Framework approach to qualitative data analysis

The framework approach was introduced in the 1980's at the National Centre for Social Research in UK. It was meant to be used for policy development research which requires a highly structured approach to qualitative data analysis (Ritchie & Lewis, 2003). It is also possible to undertake framework analysis during and after collection of data. The framework approach is quite similar to thematic analysis which provides insightful understandings of complex phenomena that can be applied across a range of theoretical and epistemological approaches while expanding or testing existing theory (Braun & Clarke, 2006). Through the framework analysis, the researcher reduces and summarises data through matrix output like rows, columns and cells, and a systematic analysis by case and by code is structured (Gale et al., 2013). The framework provides the researcher with visual and transparent systematic structure to develop and maintain clarity at the beginning of data analysis and also guide others to follow the route to production of findings and draw conclusion. It also helps in bringing out the robustness and rigour of the study (Tobin & Begley, 2004; Gale et al., 2013; Ward et al., 2013).

The framework analysis therefore, has been chosen to underpin data analysis for various reasons, namely:

1. It allows cross-sectional descriptive data analysis which allows various aspects to be captured under scrutiny;

2. The researcher uses the subjective frame and expression of each participant before interpretation;

3. There is an interconnectedness among the stages within the framework approach that clearly describe the steps involved in the systematic analysis of data from descriptive to explanatory accounts.

4.2.6.1   Data management

Data management is the stage in which the transcripts of all data gathered during the interview and observation were managed. The qualitative data collected for this study was mainly in form of documents as the interview transcripts. Phrases and sentences were also put into the form of quotation and then summarised by developing open codes which are backed within the framework analysis as a way of staying "true" to the data (Ritchie & Lewis, 2003). Preliminary thoughts were given to have more formal ideas of the generated codes, after which categories were developed. This led to familiarisation of data. The flow of data management has been illustrated through a coding matrix of codes and categories in Figure 4.1 The coding matrix enabled record of the progress and changes that can be tracked.

Figure 4. 1:   Data management through coding matrix

Interview transcript: Family 11, child 5 years, many hospital admissions, 3 shunt revisions	Description (in-vivo codes)	Preliminary thoughts (what is this about)	Initial categories*

Source: Smith and Firth, 2011

4.2.6.2 Identification of thematic framework

The interviews conducted represent a range of experiences and information on the transition practices of sending and receiving teachers. From these interviews, a coding matric was developed. The codes first formed an initial category which were then grouped to form broader categories. The broader categories were brought together consecutively to generate initial themes, after which the data was sorted out based on the different levels of generality of themes. These categories and themes were organised through "coding indexes". The data of the coding index has been revised throughout the data analysis process whenever a new insight emerged. Figure 4.2 shows the columns that form a coding index.

Figure 4. 2: Fields in a coding index

Initial themes	Initial categories

Source: Smith & Firth, 2011

4.2.6.3 Descriptive accounts

Coded data was summarised and synthesised through descriptive accounts. The summarisation and synthetisation of various coded data is performed through refining categories and themes. In the refining process, critical thinking about the relationship between the codes was a crucial element. Two linked practices were undertaken to reconcile the refining. Firstly, the data was synthesised through refining initial categories and initial themes until the whole picture emerged out. The researcher had to go back to the original data and check meaning across the transcripts. Secondly, the abstracts concepts were derived through identification of the key dimensions of synthesised data and building associations between concepts and themes. After the abstract concepts were developed, the data was sorted out as per the finest sequence of themes which results into the development of core concept. Figure 4.3 represents the moving process of the categories and themes in a coding index and establishes linkages between categories and final themes from which the core concept emerged.

Figure 4. 3: Deriving core concept through establishing links between categories and themes

Initial themes	Initial categories	Refined categories	Final themes	Core Concept

Source: Smith & Firth, 2011

4.2.6.4   Explanatory accounts

Explanatory accounts in the analytical stage was to ensure whether the observations and interviews were presented accurately. This exercise reduced the possibilities of any type of misinterpretation. One core concept "School readiness of children" was generated through the application of framework analysis. The core concept was therefore in line with the objective of the study for which observation and interviews were done. The explanatory accounts of the framework analysis involved sense-making of the various concepts, categories and themes that emerged. This was achieved through exploring the relationship between core concepts, established literature and theoretical premise related to the school readiness of children moving from preschool setting to primary school through practices of sending and receiving teachers. Once the relationships were described and concepts identified, typologies were emerged to explain the working of various concepts. Figure 4.4 below presents a stage-wise overview of the framework analysis used for this study. Appendix XVI and Appendix XVII may be referred for the coding operations performed.

Figure 4. 4: Process of framework analysis.

	Data management	**Descriptive accounts**	**Explanatory accounts**
Processes	• Becoming familiar with the data (reading and re-reading) • Identifying initial themes/ categories • Developing a coding index • Assigning data to the themes and categories in the coding index	• Summarising and synthesising the range and diversity of coded data by refining initial themes and categories • Identify association between the themes until the 'whole picture' emerges • Developing more abstract concepts	• Developing associations/ patterns within concepts and themes • Reflecting back on the original data and analytical stages in order to ensure participant accounts are accurately presented thereby reducing the possibility of misinterpretation • Interpreting and explaining the concepts and themes • Seeking wider application of concepts and themes

*(Above the table: **Stages**. Below the table: ◄———— Continuum ————►)*

Source: Smith & Firth, 2011

4.3   Data collection instruments

In order to gather data for this study, observation of participants in their natural settings and semi-structured interviews were conducted. The objective was to glean an understanding of the practices of teachers in their respective classrooms. Interview is '*an effective tool for accessing participants' feelings, interpretations, beliefs or how they construct reality*' (Palaiologou et al., 2016, p. 139). Qualitative interview is a powerful and flexible tool for data gathering. Through interviews messages, views and findings are conveyed through the own words of the participants (Creswell, 2011). Interview protocol and observation protocol were designed for the need of the present study. For the interview protocol, more open-ended questions were designed for the semi-structured interviews. The observation protocol, likewise, was designed for a specific period of time required for the present study.

4.3.1   Observation

In qualitative research, one of the key tools for data collection is 'observation' (Creswell, 2013). From an outsider perspective, an observer will notice things through a different angle.

For instance, the routines of the participants can give rise to understanding a context (Merriam and Tisdell, 2016). The non-participative observations carried out in this study were based on the research purpose and questions. As a non-participant observer, the researcher was an outsider, watching and taking field notes from a distance. It was essential to know what to observe before delving into this particular process. An observation protocol was designed (Appendix V) in order to get started, which was as follows:

- The setting
  - The physical environment – the classroom, the school
  - The context – preschool or primary school
  - Allocation of space
  - Resources available
- The participants
  - The preschool teacher or the primary school teacher
  - Their roles
  - Characteristics of the participants
  - The ways the teachers organise themselves
- Activities and Interactions
  - What is happening?
  - The sequence of activities
  - Interaction that takes place
  - Structure of activities
  - Types of activities
  - Rules and norms within the classroom
- Conversation
  - Types of conversation that takes place
  - Who talks to whom
  - Who listens
  - Types of communication – verbal or non-verbal
- Subtle factors
  - Informal or unplanned activities
  - Symbolic and connotative meanings of words
  - What has not happened

- Behaviour of the researcher
  - The researcher's role as the observer
  - How the role affects the scene under observation?
  - Thoughts about what is happening

The observation protocol is in line with the checklist provided by Merriam and Tisdell (2016, p. 141). Prior to gaining access to the field, the researcher was asked several questions about her involvement in the classroom or school and if there would be any disturbance caused to teachers in their settings. The researcher was passive and unobtrusive, besides being friendly and honest with the participants. Initially the use of a video recorder was planned, so as to view the practices of the teachers later, but the teachers did not agree. Eventually, direct observation has been undertaken at the schools, which was the real-world setting of the phenomena, that is, transition practices.

4.3.2 Interview

In order to generate data, observation of participants in their respective schools and classrooms was carried out followed by semi-structured interviews, which is considered as one of the most important sources of evidence in case study (Yin, 2014). The author also mentioned that researchers need to function at two levels simultaneously when conducting interviews. That is, the interview must be able to meet the line of inquiry while putting forth 'friendly and 'non-threatening' questions in open-ended interviews. However, it is more of a guided conversation rather than a structured query, wherein a detailed discussion may take place. Minichiello et al. (1995), explained that interviewing allows researchers to use a structured approach and a conversational one to answer research questions. In-depth interviews have been described as the face-to-face interaction between researcher and participants with the aim to understand the perspectives of the latter through their own words and expression (Taylor et al., 2015). Semi-structured interviewing was appropriate for this study as it helped in narrowing down the areas around the topic of research.

4.3.2.1   Data management

Identification of new codes

16 teachers from both preschools and primary schools and two senior experts in the field of Early Childhood Education were involved in the study. The participants were interviewed to explore their practices for data collection. Each participant was interviewed for around 60 to 75 minutes by the researcher. In-depth interviews were conducted until saturation in data was attained (Ward et al., 2013). The framework analysis methodology provided flexibility for analysing the data during the interviews. Code Book for "Interview transcripts" in Appendix IV and XVI may be referred to, where the data was analysed after each interview. The code book identifies Nvivo codes and represents emergence of new codes for each interview. Though the Nvivo codes for each interview are rather similar, new codes got reduced for every next interview. The code book for "Interview transcripts" has been analysed (see Appendix XVII) to know the number of new codes that emerged out for each interview.

Developing categories

The researcher familiarised with the data after reading and re-reading the interview transcripts and data management. A collective transcript was then created, based on the interview transcripts, to satisfy the steps suggested by framework analysis. Through data management, 1500 Nvivo codes were identified, which were generated from each line of the transcripts. The codes were summarised through "preliminary thoughts" which generated more formal ideas about the codes and respective quotes. The quotes, Nvivo codes and preliminary thoughts advocated in the creation of 160 "initial categories".

Descriptive accounts

The codebook developed from 18 interview transcripts, represents a range of practices, perceptions and experiences. To ensure rigour, the generated codes and initial thoughts or preliminary thoughts for each quote were referred to again so as to create potential categories which are called "initial categories". 40 initial categories were generated by looking into the

codes and preliminary thoughts, code book of Appendix X may be referred to for same. Initial categories were grouped together to form broader categories as the coding progressed. These broader categories, named 'refined categories' were generated and amounted to 33. Based on similarity, the broader categories were then consecutively brought together to form 16 initial themes. Code book of Appendix XI may be referred to for the refined categories and initial themes.

The data was summarised further and synthesised to find more abstract concepts in the form of final themes. The material was reduced into understandable brief summaries. The summarisation and synthetisation of the coded data were performed through a continuous refining of categories and themes. The relationship between codes was thought about critically and it was a crucial element in the refining process. The data was synthesised until the whole picture emerged. This was achieved by continuously referring back to the original data and checking the meanings across the transcripts. The code book 6.y of Appendix X shows the data summarisation and synthetisation. The data was therefore summarised through clubbing 40 initial categories into 33 refined categories eventually creating 16 initial themes. The final step of the summarisation included the creation of abstract concepts which are called the final theme. Five final themes emerged through the process of framework analysis which ultimately resulted into the formation of the core concept: "Transition practices from preschools to primary schools."

Explanatory accounts

In explanatory accounts, the researcher reflected both in the original database and in the analytical stages to ensure whether the beliefs and experiences of documents and interviews were presented accurately. The explanatory accounts led to the formation of the core concept. The five final themes that emerged in descriptive accounts ultimately resulted into the formation of the core concept "Transition practices from preschools to primary schools". The codebook 6.x of Appendix XVII may be referred to see the formulation of the core concept.

The explanatory accounts of the framework analysis involved making sense of the various concepts, categories and themes that emerged. This was achieved through exploring the relationship between core concepts, established literature and theoretical premise related to the transition practices from preschools to primary schools through school readiness. Relationship

diagram may be referred to in code book 3 of Appendix XIII. Once the relationship was described and concepts identified, typologies emerged to explain the working of various concepts. The explanation of the typologies and concepts is presented in findings in later part of this chapter.

4.3.2.2   Crafting of the interview protocol

An interview protocol was crafted prior to gaining access to the field. The stage of protocol crafting is one of the most important stage because of the importance of an interview protocol. Firstly, it is important to create a comfortable environment to welcome truthful comments from the participants. Thus, the interviewer had to introduce herself and establish rapport initially. The interviewer incorporated the statements of confidentiality, a consent form with options to withdraw at any time was given to the participant before the beginning of the interview. The scope and use of the result were also presented at that time. Secondly, drafting interview questions was central theme for developing the interview protocol. Existing literature has been scrutinised for developing the protocol on the basis of the conceptual lenses. The draft of the interview protocol was made based on the conceptualised framework and was subsequently refined with the consultation of field experts and research guides (Kvale, 2007).

4.3.2.3   Conducting the interviews

The interviews were audio-recorded, written down and transcripts were made. 18 transcripts were made for the 18 participants, which resulted into 720 quotations for the 40 questions formulated for each interview.

4.3.2.4   Analysing the interviews

Since the framework analysis provides a clearly focused and repeatable procedure for data reduction, it was used to analyse the data from the interview transcripts. Through the framework analysis, codes were identified on the quotations and data was reduced by developing relevant categories and themes, which were in turn refined to reach the core concept.

4.3.2.5 Presenting the findings

Findings were made based on identification of categories. It is the identification of the themes and categories that led to the emergence of the core concept. Themes identified became the main stages of preparing children for school readiness, while the categories became the sub-steps of each individual parent stage.

4.3.3 Protocol for conceptualised framework

The protocol for the conceptualised framework was drafted on the basis of the conceptual lenses which was developed on Mauritian and international transition practices, as shown in Appendix XI and Appendix XVII. The protocol consisted of 42 questions bifurcated into 5 categories, namely, background of Mauritian education system, reform in Primary education policy, school readiness, teaching practices and continuity in education. The questions that were developed under each of the protocol has a unique scope.

The interview protocol was developed based on the conceptualised framework. The protocol which led to the design of the conceptualised framework was discussed with experts in the field of Early Childhood in Mauritius. After necessary changes were incorporated, the interview protocol was validated to finalise same. It consisted of 42 questions bifurcated into five categories namely, background of the Mauritian education system, reform in primary education policy, school readiness, teaching practices and continuity in education. The observation protocol was validated for finalising same by using the guideline of Merriam and Tisdell (2016). It consisted of 40 items for both the sending and receiving end. Appendix XVI and XVII may be referred to for the interview protocol and observation protocol.

4.4 Limitations

For this particular study, the limitations which were felt during the research are as follows:

i) Since this is the first research for suggesting a framework for school readiness through transition practices of sending and receiving teachers in Mauritius, reference theories and adopted applications are limited. The framework was not applied in real world after conceptualisation.

ii)   The research only used qualitative methodology. May be a combination of qualitative and quantitative would have provided a richer research insight.

4.4.1   Conceptual lens and biases

While the epistemological and ontological stance of a researcher underpin their research, the researcher's own personal biography is inextricably linked to these stances or perspectives (Tottle, 2016). The researcher views a research through their own lens, the positionality of the researcher. The conceptual lens of a researcher therefore is the data which is observed based on acquired experiences and beliefs. A researcher's epistemological stance influences the conceptual lenses which might bring up biases. The terms lenses and biases have clearly different meanings, where the term bias reflects the ability of twisting the data intentionally or unintentionally.

Throughout this study, both the conceptual lenses and biases have been assessed honestly. The major bias found in this research was the pre-conceptualisation and conceptualisation phases of data analysis. However, during the course of the research, the biases were bracketed but not the lenses.

4.5   Reliability and validity

In qualitative research, when the study is carried out ethically, it ensures validity and reliability (Merriam & Tisdell, 2016, p. 237). They are concerns that can be dealt with carefully at the time of the conceptualisation of the study and through the data collection process, the analysis and interpretation as well as the way the findings are presented. Reliability of a study is determined through the replicability of the research findings. Researchers aim at describing and explaining to the world the reality (Merriam & Tisdell, 2016). Validity can be explained by the truth of what the final product or model portrays to be (Grossoehme, 2014). It has also been pointed out that some methodologies such as grounded theory, as it uses the words of the participants to create categories and themes, instead of labels provided by the researcher can enhance validity. Internal validity is concerned with how research findings match reality while external validity deals with the possibility of replication.

For the present study, triangulation is a strategy that was used to ensure reliability of the research. Triangulation is about using multiple data sources to obtain conclusions (Mohamed, 2017). It helps in reducing bias and cross-examines the integrity of the responses of participants (Anney, 2014). Observation, in-depth interviews and focus group discussion with parents of children were methods of data collection that were used to obtain consistency and dependability of data.

4.5.1 Dependability

Dependability also known as consistency is a criterion for assessing the reliability of a research. It reveals whether if the same method and participants are used in the same context would yield similar results from the research. Cope (2014) explained dependability as the consistency of data in different context with similar condition. The process of establishing dependability of a research aims at evaluating the research accuracy through examining if the data supports the findings, conclusions and interpretation (Amankwaa, 2016). In this study, dependability was addressed through a detailed report of the methods and processes adopted to enable a future researcher to replicate the work. A research design was set and in-depth coverage of the adopted research methodology was described, in order to allow any reader to evaluate if a proper research practice has been followed. This helped the reader to gain clarity about the research design, the research method and its implementation, data collection methods and analysis of the research output with an evaluation of its effectiveness.

4.5.2 Credibility

Credibility is a criterion for evaluating the internal validity of qualitative research. Credibility depends somehow on the integrity of the researcher who can deal with it by looking for data that support alternative explanations (Patton, 2015). Triangulation is one way of defending the credibility of a qualitative research. For instance, for the present study, the research questions have been answered in various ways through interviews and observation in different types of similar settings have been carried out.

4.5.3 Transferability

Transferability or applicability of research findings evaluates the external validity of the study. That is, the findings can fit into contexts outside the study situation (Hammarberg et al., 2016). It is the ability of transferring the research method or findings to another context. Thus, the researcher must provide thick and detailed chronology and context of research in which another researcher can easily judge its applicability to be conducted in a similar context (Thomas & Magilvy, 2011). In the present study, detailed information about the school setting, the classroom, the teachers, the atmosphere and other items that cannot be captured by audio recording, have been provided.

4.5.4 Confirmability

Confirmability is similar to objectivity in quantitative research and it can be achieved when the credibility, dependability and transferability of the research are established (Thomas & Magilvy, 2011). In the same vein, when the researchers clearly shows that the data represent the perspectives and responses of the participants, it shows the confirmability of the research (Cope, 2014).

4.5.5 Crystallisation

Ellingson (2008, p.4) defined crystallisation as "combined multiple forms of analysis and multiple genres of representation into a coherent text or series of related texts, building a rich and openly partial account of a phenomenon that problematizes its own construction, highlighting researchers' vulnerabilities and positionality, making claims about socially constructed meanings, and revealing the indeterminacy of knowledge claims even as it makes them." It fits within the social constructionist paradigm. Crystallisation generates deep and complex interpretation which produce knowledge about a specific phenomenon (Ellingson, 2014).

4.6   Ethical considerations

Ethical dilemmas are likely to emerge in qualitative research studies concerning data collection and dissemination of findings (Merriam & Tisdell, 2016). The authors also present the "Ethical Issues Checklist" that Patton (2015) provided, which identifies the 12 items to be considered when undertaking qualitative research studies, as follows:

1. Explaining the purpose of the inquiry and methods to be used
2. Reciprocity (what is in it for the interviewee and issues of compensation)
3. Promises
4. Risk assessment
5. Confidentiality
6. Informed consent
7. Data access and ownership
8. Interviewer mental health
9. Ethical advice (who will be your counselor or ethical matter)
10. Data collection boundaries
11. Ethical and methodological choices
12. Ethical versus legal (pp. 496-497), (In Merriam & Tisdell, p. 265.).

Ethical considerations in qualitative research not only refer to the role of the researcher, but the confidentiality of the issues discussed during interviews, the observation carried out, the gatekeeper authorisation, the consent form for participants, among others.

4.6.1   Role of researcher

The "personal criteria" for "a good piece of qualitative research" of Lichtman (2013) elaborates the need of being clear about the role of the researcher and its relationship with the participants and the phenomenon under study. It is essential to outline the importance of the research topic, to elaborate the research process, and present the findings of the study with clear conviction. The "big tent" criteria of Tracy (2013) which is similar to Lichtman's "personal criteria" are spelled out as follows:

1. Be on a worthy topic, which would be conducted
2. With rigour, and

3. Sincerity, that is, transparency of methods, and

4. Credibility

5. That the research will resonate with a variety of audiences, and

6. Will contribute significantly

7. That it attends to ethical considerations, and finally,

8. That the study provides meaningful coherence, that is, "*meaningfully interconnects literature, research, questions/foci, findings and interpretations with each other*" (p. 230).

In this qualitative study, the research was the instrument to gather data and facilitated the research procedure through data transcription and analysis.

4.6.2   Observation

Observation is one of the main tools in qualitative research for collecting data (Creswell, 2013). The observer notices things from a different perspective and understand it differently from the point of view of the participants (Merriam & Tisdell, 2016). The observations of the study were carried out while following the research purpose to answer the research questions, while the researcher was a non-participant observer and only watched and took field notes from afar. It was essential to know what to observe before delving into this particular process. The designed observation protocol was used to gather data in both the preschool and primary school settings.

The researcher went to the schools selected for the study around 8am. The observation protocol in hand, every action of the teachers in both settings have been noted down. For sending teachers, observation in preschools were carried out during the months of September to November 2015 and for receiving teachers it was at the start of the year 2016. Since the observation protocol was well-designed, note-taking was easily carried out.

4.6.3   Interview

Interview is considered as one of the most important sources of evidence (Yin, 2014), and it is more like a guided conversation rather than a structured query. It can be both structured and conversational style (Minichiello et al., 1995). When conducting case study interviews, the aim is to answer the research questions by using friendly and non-threatening questions in open-

ended interviews (Yin, 2014). In-depth interviews are face-to-face encounters between the researcher and its participants to derive meaning or understand from the participants voice (Taylor et al., 2015). In-depth interviews were found to be appropriate for this study as it aimed at gleaning as much information related to the understanding of the participants and their practices to manage transition.

The interviews for most of the participants were carried out in their respective schools after the observation. The researcher invited few participants outside school premises for their interviews. The informed consent form was handed over to all participants on which they signed after reading and agreeing. The respondents participated enthusiastically. They answered all the questions without hesitation. They were very comfortable as they claimed that transition of children and adjustment of children in primary schools is of high importance but not given due consideration. The interviews lasted for around an hour to an hour and a half, they were recorded and later transcribed.

4.6.4   Participants

Participants from different types of school, rural, urban, public normal school, public ZEP school and private schools, for both preschools and primary schools were gathered through purposeful sampling. The researcher felt the need to explore the practices of sending and receiving teachers in various location all over the island which provided rich data. It was very convenient to work with one participant at a time as it helped the researcher focus on the questions set during the interviews and to also observe only one participant at a time in their own setting. In all there were 16 teachers. 8 from preschools and 8 from primary schools. There were two retired higher officials who participated in the study only to have their views on the study.

4.6.5   Procedures

The University of Kwa Zulu Natal has its own Code of Conduct for Research and the UKZN Research Ethics Policy which is applicable to all members of staff and students involved in research. The researcher signed an undertaking in compliance with the Code of Conduct of the University, which ensured that the research would take place in accordance to its Policy. A

letter was sent to concerned authorities and gatekeepers to seek permission to conduct the study in the preschools and primary schools concerned. Once approval was given, the researcher visited the schools during the time frame considered appropriate to conduct observation of transition practices of teachers in their respective settings. Taking pictures and video recording was not allowed to avoid involvement of children who were present in the classroom settings.

Each participant signed an informed consent form (Appendix II) which clearly stated the nature and purpose of the study, the identity of the researcher and the details about UKZN and the Supervisor's contact details, whether the participation was voluntary and that their responses would be treated confidentially. To ensure anonymity of the participants and the schools, coded names were assigned to each participant and each school. The participants were allowed to choose if they were willing to be audio or video recorded during interviews. They were also informed that they were allowed to freely withdraw from the research at their own will, without any consequences.

4.7   Research process and flow chart

The research question derived reflected the choice to undertake a qualitative research design. The need to create conceptual lens as per the 'Theory of Conceptual Development' was proposed by the research objective. Separate conceptual lenses were constructed for national and international transition practices of teachers from both school settings. Based on the conceptual lenses, the initial protocol was created, for which the relevant answers were scrutinised in policy documents. A transcript has been prepared and processed as per the approach suggested by Vygotsky (1986), Strauss and Corbin (1998) to reach the conceptualised framework. The final draft of the protocol for the present study was finalised with expert comments. Interviews were carried out based on the final protocol, transcripts were made and processed using the framework analysis. A framework for transition practices of sending and receiving teachers for school readiness of children emerged after the coding, categories and identified themes.

School readiness | NCF'S transition practices | Teacher focused transition model | Preparing children | Consequential Transition theory

T1   T2   T3   T4   Th

Purpose

Structured literature review on identified research themes and theoretical premise

Tg1   *Tg2*   *Thg*

THEMATIC AND THEORETICAL RESEARCH GAPS

RESEARCH GAP

RESEARCH PROBLEM

RESEARCH QUESTION

RESEARCH OBJECTIVE

CONCEPTUAL LENS

CONCEPTUAL FRAMEWORK

Validation Of interview protocol

In-depth Interviews

Qualitative Analysis & Findings

Framework for transition practices

Figure 4. 5: Research process flow-chart

4.8   Summary

The researcher opted for a qualitative research design to formulate a framework for school readiness of children through transition practices of sending and receiving teachers. The conceptual lenses and conceptual framework were made based on Vygotsky's (1934, 1986) theory of conceptualisation. The tools for data collection were introduced. A primary protocol was developed based on the conceptual lens and the interview protocol was developed on the basis on the conceptualised framework. The framework methodology of Smith and Firth (2011) was adapted and expanded to process with interview transcripts through data management, descriptive accounts and explanatory accounts. For the development of descriptive and explanatory accounts, there has been a systematic analysis guided from explicitly the interconnected stages of framework analysis. Initially, 40 categories were identified which were refined into 33 broader categories. These categories were brought together to form 16 initial themes. Finally, through framework analysis, five themes emerged and ultimately resulted into the formation of the core concept 'Transition practices from preschools to primary schools for school readiness'. The limitations of the study has been discussed in line with the conceptual lens and biases. To reduce incongruities in qualitative data analysis, ethical considerations have been described along with the ethical guidelines and the role of the participants. In order to check the trustworthiness of the study, the following criteria was used: dependability, confirmability, transferability, creditability, authenticity, crystallisation, and triangulation. This chapter ends with the research process flow chart that was presented and described.

Chapter 5

Data Analysis and Findings

5.1   Introduction

In this chapter, the researcher has outlined the demographic profile of the respondents. For the purpose of the study, the sample population included teachers from both settings and senior experts in the field of Early Childhood. The data has been analysed through the framework analysis, using the methodology of Smith and Firth (2011). It comprised of three steps analysis. The first step being data management, that is reducing the data, the second step is descriptive accounts, where themes have been identified and associations have been made, and the third and final stage is the explanatory accounts, which includes mapping and a clear interpretation of the reduced data. The research questions have been answered in the interpretation of the research findings and have been further discussed in the light of relevant studies to address the research objective.

The research objective of the present study reveals that there is a need to formulate a framework for school readiness through transition practices of sending and receiving teachers. Conceptualisation was made prior to developing a framework. A qualitative paradigm has been used to develop a conceptual framework. Vygotsky's Sociocultural Theory of 1934 and 1986 gave rise to the concept of conceptual framework and was used to develop the conceptual framework in this chapter.

With the support of conceptual lenses, the conceptual framework was developed. To develop the conceptual lens of transition in Mauritius, documents and journal articles were studied, namely, the National Curriculum Framework Pre-Primary, the ECCEA Act, The NYCBE and journal articles. The responses of participants were also used to develop the conceptual lens. The quotes and responses were transcribed and coded as per Appendix XVI and XVII. Once the conceptual lens was extracted from the refined categories, a protocol was made based on the understanding developed by the conceptual lens.

5.2   Data analysis and findings

As justified in the previous chapter, framework analysis was opted for data analysis. The framework analysis suits cross-sectional descriptive data analysis which enables different aspects to be captured under scrutiny. The processes that leads to a systematic analysis of data for the development of descriptive and explanatory accounts are explained at the interconnected stage of framework analysis (Ritchie and Lewis, 2003; Smith and Firth, 2011).

5.3   Interpretation of data and discussion

The detail of the data reduction during analysis for ease of understanding and clarity of presentation are presented separately in Appendix IV, entitled, 'Code Book for Interview Transcripts'. Initially, on the exhaustive interview transcripts, 40 categories were identified which were then refined into 33 refined categories. Consequently, these categories were brought together to form 16 initial themes. Five themes emerged eventually through framework analysis which resulted into the formation of the core concept "Transition practices from preschools to primary schools". Following Smith and Firth (2011) methodology for framework analysis, the researcher now presents the interpretation of each category.

5.3.1   Interpretation and discussion of category I: Background of Mauritian education system

Mauritius has had settlers, namely, the Portuguese, the Dutch, the French and the British. However, the French and the British had major impact on the education system. The colonisation of the island has witnessed a turn from the French to the British in the year 1810, an invasion which ended in 1968 after Mauritius got its independence. While, English became the official language of the country, teachers are free to use any language in their classrooms as long as children understand them.

There is no restriction to the use of specific languages to be used in the classroom. However, sending and receiving teachers use the languages that children understand in order to communicate and give instructions for them to follow. Some private schools are English-medium schools and they specifically use English to communicate and interact with children,

and children with peers. Those who are not fluent in English are encouraged to learn to communicate in the language. French and Kreol Morisien are being widely used in other schools. Sending teachers from public preschools use English only during specific times of the day. For example, during storytelling, if the chosen story is in English, teachers will read the story and explain in Kreol Morisien or French for children to understand. When questioning children about the story, teachers often ask the questions in English and switch to Kreol Morisien or French. In private preschools, where there is no rule on language of instruction, teachers proceed similarly. However, the teachers encourage children to respond in the language of the story. For other activities, instructions are given in French and teachers often mix Kreol Morisien so that all children can follow. In English-medium schools, instructions are given in English and in order to help children who do not understand, the teacher breaks down the instructions into smaller forms, in simpler sentences. It is therefore, not possible for teachers to stick to one language in all schools. Public preschools welcome children from different backgrounds, and sending teachers have to adjust with the use of language in their teaching. Private preschools on the other hand, use different languages as medium of instruction at different times of the day. Receiving teachers use all the languages to communicate with new entrants. They use the different languages to know which child is fluent in which language. Sometimes, children are fluent in all the languages, while at other times, children struggle to communicate in any of the languages. Therefore, in order to build relationship with new entrants in the primary schools, receiving teachers use the language which children are comfortable with. The instructions in the books, being in English for all subjects, the teachers end up translating the instructions in the language the child is comfortable with. For activities such as nursery rhymes, storytelling, songs and poems, there is no need to change the language. However, explanation is carried out in French or Kreol Morisien to help children understand. Receiving teachers on the other hand, need to use more of English and French as the instructions in books are in English or French. But due to the fact that not all children are fluent in English or French, and they lack pre-reading skills, receiving teachers have to use Kreol Morisien as a medium of instruction.

Sending teachers view the primary education cycle as the time when children will be going to learn more. Both sending and receiving teachers view primary education cycle is the normal channel of education where children join in Grade 1 and complete the six years of schooling to move to secondary schools. It has been mentioned by receiving teachers that previously the CPE was causing lots of stress on them, on the children and the parents of children as it was a

very competitive phase. But gradually the CPE has phased out in words, but the competition remains as children need to score good grades to get the best schools. With the introduction of the NYCBE, there is not much difference. For both receiving teachers the rat race has ended with the introduction of the Primary School Achievement Certificate but the aim of getting a seat in the right school remains in the minds of parents. The NYCBE try to bring continuity into the transition from preschools to primary schools through the Primary School Readiness. Sending teachers are not very aware of the difference between the previous primary education cycle and the NYCBE, except for the fact the DLP has increased their workload.

Colonisation has led to the use of different languages in Mauritius. Since the participants are well-aware of the different settlers and colonisation of the island, it reveals their knowledge of the Mauritian Education system which was modelled on that of Britain (Burrun, 2011). The choice of using English as the language of instruction was a political decision rather than one which is based on the needs of learners or the competency of teachers (Baptiste, 2002). While the education ordinance of 1944 specifies that in lower standards, teachers can use any language as a medium of instruction, the language policy which dates from 1957 governs teaching in primary schools.

The preschool sector, however, has no language policy. Private preschool managers and preschool teachers decide about the language that they deem appropriate to use in their own schools.

English is the official language of Mauritius and teachers use different languages that children understand in class. Not all children who join primary schools have English language competencies. Since in primary school children use textbooks in which instructions are in English, they need to acquire the skills to read, listen, and understand the language. Receiving teachers should use the three main languages to help children adjust in the formal setting, while sending teachers should help children acquire competency in all the three languages. When children join preschools, parents must be able to cater for the language need of the latter. The language used at home should enable children to adjust in the preschool setting. For instance, a child who does not speak English at home and suddenly found himself/herself in an English-medium school, they may not be able to adjust spontaneously in the new setting. Preschool teachers must introduce the new language to the child and despite children can learn languages easily, it has to be noted that they need to be surrounded by the same language in their

environment. Therefore, language used at home has an impact on the language the preschool teachers use in the preschool setting.

The fact that children must complete the primary education cycle, both receiving and sending teachers should be well-acquainted with the demands of the education system. In Grade 1, primary school teachers use prescribed books to teach. The instructions in the books are in English except for French language. Children who are not acquainted to the language will find it difficult to follow instructions of primary school teachers. In preschools, the children have been guided by the preschool teachers to complete tasks and activities. The preschool teachers use different languages, demonstration, and attend to the needs of children, adapting the activity for any particular child who need help. Children will be able to follow instructions based on the language used by teachers in both preschools and primary schools. Sending teachers should cater for the needs of young learners to understand and follow instructions so that when they reach primary schools, children do not lag. Receiving teachers must therefore simplify the instructions if need be, so that all children can follow. Eventually, young learners must acquire the prerequisite language competency before they are taught the next one (Chumum, 2002).

5.3.2 Interpretation and discussion of category II: Reform in primary education policy

The ECCEA has provided a Manual of Activities which have details of planning using theme-based approach. It is not a prescriptive guideline, and it enables preschool managers and sending teachers to build on the ideas to create their own activities.

The National Curriculum Framework Pre-Primary which has also been provided with the contribution of the Mauritius Institute of Education sets out the objectives for specific aims to enable preschool teachers to plan and design activities appropriately. The ECCEA also has a SEN Unit, which is not known to all teachers. For sending teachers, the SEN Unit can provide them with strategies to deal with children with SEN. They can get supported to cater for needs of each learner for the transition process. Receiving teachers were not receiving any kind of support to cater for the entrance of children in the primary classrooms. Through the SEN Unit of the ECCEA, receiving teachers will be aware of the specific needs of the new entrants.

Additionally, the learning needs of those children with severe disabilities can be catered for by the SEN Unit as there is no special preschools.

Introduction of the Developmental Learner Profile enables preschool teachers to record information specifically for each child in their classroom. The DLP should be filled accurately for the best interest of the child when they move to primary school. The transit document specially will enable receiving teachers to know more about the children in their classroom. Sending teachers use the NCF PP to prepare their long-term at the beginning of the year, medium-term every trimester and small-term plans every week. It is also used on a daily basis to prepare activity sheets, as it spells out the objectives of the activities they plan. The NCF PP therefore helps teachers to prepare the activities they will conduct in class but does not explain how these performance indicators and descriptors will prepare children for transition. The guidelines in the NCF PP enable sending teachers to use different pedagogical approaches, set out appropriate objectives for each activity, but do not mention about how specifically children must be prepared for transition. For evaluation, the NCF PP provides a section on assessment. However, it is not enough as it only explains the types of assessment that can be done and not how it should be carried out. Receiving teachers seem to be unaware of the NCF PP and are interested to know more about it so as to learn about preschool teaching and learning.

The introduction of the Developmental Learner Profile is not yet known to the receiving teachers at the time of data collection. However, they claimed that if the DLP provides information on the children, it will help them know the new entrants better. Sending teachers were aware of the DLP and how to use it. For them, it is easy to use the checklist to note down their observations. While receiving teachers are aware of the Primary School Readiness, sending teachers were not aware of same. The PSR is a means of bridging the gap between preschools and primary schools. The knowledge that children have acquired in preschools will be clear to the receiving teachers. Sending teachers are unaware of the PSR and affirmed that the PSR and the DLP should be in line with each other. In this way, it will enable them to prepare children for transition better. Therefore, the Primary School Readiness should be made available to both sending and receiving teachers to enable a smooth transition from preschools to primary schools. Sending teachers can plan activities for preschool leavers in relation to the needs of the primary classroom. Receiving teachers will be able to cater for the new entrants by focusing on the specific needs of each learner through their DLP.

While sending teachers confidently admitted that they prepare children for the primary classroom, receiving teachers do not share the same views. Preschool teachers accept their responsibility of preparing children for transition, they also believe that receiving teachers is the one responsible for the transition of children when they join primary schools. Sending teachers only prepare children to learn the basics, while receiving teachers are those who build up on the acquired knowledge of children. For receiving teachers, the preschool teachers are those who are responsible for transition of children from preschools to the formal schools. Both the receiving and sending teachers also recognise that parents are equally responsible for the transition of children. The behaviour of parents on the first day of primary school influence the behaviour of children. For instance, children who are not crying on the first day of primary schools, also start crying if their parents show sadness or cry. The summer holiday, the longest holiday for children before they join primary schools influence the transition process. According to the participants, parents must seize the opportunity of the long holiday to talk to children about their new school, and the challenges that will come along. Children and parents should have positive conversation about new school, new teacher, new rules, new learning process and no one should scare children about those. In this way, children will be mentally prepared for the new challenges that awaits them.

Teachers are not told how to specifically prepare children for primary schools. Sending teachers try to equip children informally with basic knowledge, skills and competencies to join primary schools. They do it on their own. The NCF PP acts as a guide in planning, designing and implementing activities that will provide children objectively. However, they are not fully aware of what the children truly need to undergo this phase of transition in their lives. Receiving teachers neither have specific guides to prepare children for transition. They are aware they have to do activities with children to make them feel at ease, allow them time to express themselves freely through dance, songs, poems, drawings and other simultaneous activities. Receiving teachers engage in conversation with the new children in their class to know more about them. The focus of receiving teachers is mainly on completion of syllabus for all subjects. The PSR acts a bridge in the teaching process, prior to starting the use of textbooks. Receiving teachers are also not told how to prepare new entrants in their classrooms. Generally, sending teachers use different pedagogical approaches, teaching strategies to teach children informally so as to achieve the objectives as set out in the NCF PP. Because the NCF PP is the only document that can guide their teaching, and the Manual of Activities which provide non-prescriptive activities based on the descriptors and performance indicators in the

NCF PP, sending teachers believe they prepare children accurately for the transition from preschools to primary schools.

Literature provides many factors that influence transition of children from an informal to formal setting. Among the many factors mentioned by the participants are the sense of belonging, autonomy of children or independence, basic knowledge, skills and competencies, communication and language fluency, perception of children about the teacher and the primary classroom, and the expectation of receiving teachers. Despite the factors that influence the transition of children, both sending and receiving teachers try to help children adjust to formal schools. Both sending and receiving teachers perceive that the means they use to prevent the factors that influence transition of children to be quite appropriate. However, both teacher laid emphasis on the adjustment of children in formal schools. Sending teachers, prepare children to become independent. Children are taught to attend to their toilet needs on their own, to eat and drink properly, and to dress and undress by themselves. These objectives are met through different activities such as, supervision when going to toilet, washing hands properly after toilet and before and after eating, and by encouraging children to play disguise or try on costumes. Sending teachers also emphasise a lot on engaging children in conversations to enable them to communicate their needs. They teach children to express themselves by using structured sentences so as others can understand the meaning of what they want to communicate. Receiving teachers first try to build relationship with the entrants so as to know them better and make them feel comfortable. They take the children for a walk around the school building to get acquainted with the new environment. They allow children to eat, attend toilet needs, on their own. They also prompt children to talk, to express themselves freely, to communicate with them and their peers.

The feeling of belonging to one environment will help children to adjust better in the new setting. When children feel the class teacher, the school and their peers are known to them, the adjustment takes place quite smoothly. Children who have elder siblings feel more comfortable in the new school environment. They do not feel alone or lost. They know they have someone they call their own. Sending teachers also talk to children about the new school, new classroom and new teacher. They try to make children picture the new environment and inform them of the new learning that will take place in the primary classrooms. The first contact with the receiving teachers influence the sense of belonging to the new environment. Receiving teachers who know about what took place in the preschools are more likely to make children feel they

126

belong to the place. Children from attached preschools adjust better in the new setting as they already know the environment. Some children also feel comfortable if they find their peers from preschools or if their siblings attend the same school. The parent-teacher relationship also influences this feeling of belongingness. Children whose parents interact in a friendlier manner with receiving teachers tend to feel secured and develop the feeling of belonging to the class.

One of the objects of the ECCEA being to "help ensure a smooth transition of the young child from preschool to lower primary school" (ECCEA Act, 2007), supports the fact that the Authority should be able to support teachers involved in the transition of children at that level. Since the objects of the Authority is to "*harmonise and promote integrated early childhood care and education policies, strategies and programmes in line with recommendations of international and national institutions*" (ECCEA Act, 2007), it can be agreed upon that this object will enable sending teachers to prepare children efficiently. In the same line, receiving teachers should be involved in the programmes, should be aware of the strategies to welcome young learners in the new educational setting. The SEN Unit of the ECCEA can help preschool teachers monitor the progress of children, the same way the EYFS of the United Kingdom have an early years outcomes guide which is a tool that enables teachers to observe children while covering the seven areas of learning (Kelly, 2015).

The National Curriculum Framework Pre-Primary (NCFPP) provides learning aims and objectives for each area of learning through the descriptors and performance indicators which enable preschool teachers to prepare their own activity sheets. As Brown & Lan (2015) puts forth, policy guidelines lay out increasing academic expectations for children, which can potentially impact on teachers' understanding of 'school readiness', and the practices that are engaged within the classroom (Brown & Lan, 2015, p.2). Transition practices of teachers therefore are influenced by the guidelines in the National Curriculum Framework.

The profile of the learner as elaborated in the NCF PP shows that at the end of preschool years, the children should be able to show certain level of maturity and acquire certain competencies (NCF PP, 2008). Receiving teachers can refer to the NCF PP to have an idea of what children have learnt in preschool. In the same vein, teachers at both levels can discuss about what can be done to prepare children for formal schools. The NCF PP for instance, provide not only aims and objectives of activities to be carried out but also explains the different approaches that can be used to teach young learners. However, receiving teachers are not well-informed about the

NCFPP, but that of Primary. The NCF Primary provides guidelines of the content of a designed syllabus to be completed by the receiving teachers by the end of the year.

The question remains on how the practice of following the prescribed curriculum in formal schools enable receiving teachers to smooth the transition of children when they move to their new setting. Wood & Hedges (2016) concluded that curriculum in Early Childhood Education should be seen as incorporating dynamic working practices. They emphasised on child-centered approach where children are free to choose what they want to do and talk about with their peers, and teachers are there to support their learning and development through play-based approach, reciprocal relationships, and through intentional and responsive teaching. The guidelines in the NCFPP as a document should therefore inform sending and receiving teachers by providing clarity, coherence and consistency about developmental goals and content of children's learning.

The Developmental Learner Profile being a new document is not famous among receiving teachers who are only acquainted to the Primary School Readiness. Preschool managers have attended workshops pertaining to the use of the DLP in preschools. However, not all teachers are fully aware of how to use the documents effectively. Despite being unaware of the DLP, receiving teachers responded positively to the usefulness of the document. They expressed their beliefs that the DLP will inform them about the children in their class so that they can prepare the latter for further learning. Even though the DLP might provide information about the children, it is not a certain fact that teachers have filled the documents accurately. There is no evidence of same. It can be said that the Developmental Learner Profile is quite similar to the EYFS profile (EYFSP). That is, the statutory assessment of each aspect of development and learning achievements of every child when they turn 5 in the UK. The EYFS policy frames the learning and development of a child through the lens of developmental psychology, drawing on positivist methodologies to observe cognition, behaviour and competence (Wood & Hedges, 2016, p. 389). Sending teachers are not aware of the Primary School Readiness Booklet which receiving teachers use in the first few months of starting formal school. Knowledge about the content of the PSR can guide sending teachers to prepare children adequately. In the UK for instance, the EYFSP 2017 (STA, 2016) states that scoring 'emerging' in a learning goal does not inform anyone about the learning and development of children at the end of the foundation stage or last preschool year. "Conversations" between Reception and Year One teachers is recommended to support transition (p. 20). If the DLP is used as the EYFSP and both sending

and receiving teachers work together, this practice can smooth the transition of children moving from preschools to primary schools in Mauritius.

Both sending and receiving teachers are responsible for the transition of children. Their practices can highly influence this particular phase in the education path of young learners. The DLP and the PSR booklets, if used appropriately can respond to the needs of the learners and more likely can influence the practice of both teachers in their respective setting. Sending teachers would be more informed about how they need to prepare children for primary schools and receiving teachers would know how to work with the new learners in their classrooms.

Sending teachers use mostly the child-centered approach, play-based approach and the integrated approach to achieve the objectives they set for each activity. They prepare their own materials and adapt activities to the needs of the learners. They have learnt about the different pedagogical approaches through their courses at the Mauritius Institute of Education and they are guided by the content of the NCFPP. Receiving teachers on the other hand, have a prescribed curriculum to follow. As mentioned earlier, the PSR booklet is introduced to children who will use a booklet for the first time in a school setting. Despite welcoming the children warmly, getting acquainted to them, giving them colouring activities and asking them to perform their favourite rhymes or songs or dance moves, using a booklet can be a new thing for many children, as they have been using loose sheets in preschools. Eventually, it can be said that children must acquire the skill of recognising their books, and working activities in a book, so as to be ready to work in the PSR booklet as soon as they join primary schools. The means that sending and receiving teachers use in their respective settings is controlled by the NCF PP and the prescribed curriculum of primary schools.

The different factors that influence transition of children are legitimate. Children must have developed a level of understanding to function as required in primary schools. Age of entry for instance has been a problem over the years. Children are required to have attained a certain age to join formal schooling. However, they need to be able to follow instructions and perform as per the demands of their respective classrooms. As put forth by Fisher (2010), age does not determine learning but the developmentally appropriate practices enable children to learn. Therefore, both sending and receiving teachers must be well-versed with the different pedagogical approaches and developmentally appropriate practices in order to smooth the transition of children moving from preschools to primary schools.

The participants have named several factors that influence transition of children. Sense of belonging, independent skills, basic academic knowledge, skills and competencies, communication and language fluency, perception of children about the new teacher and the new classroom and environment, and the expectation of receiving teachers are the factors that were voiced out. O'Kane (2007, 2015) pointed out these factors that should be worked on to smooth the transition of children moving from preschool to primary school settings.

In a study by Bulkeley & Fabian (2006), they found that teachers are aware of their role of providing a conducive learning environment in which children feel they belong to the school community as teachers nurture that feeling positively.

5.3.3 Interpretation and discussion of category III: School readiness

Sending teachers prepare children through activities prepared using the performance indicators present in the NCF PP. The activities are planned using an integrated approach so that children acquire different skills and knowledge through one activity. If the children are able to complete the activities, the objectives of the activities are met, therefore, sending teachers consider that the children are ready for formal schools. Receiving teachers put more emphasis on relationship building in the first few weeks, give children opportunity to express themselves and help them adapt in the new setting. After the first few days in formal setting, receiving teachers become more acquainted to the children in their classroom and they continue with activities which are relatively similar as in preschools. They observe the independent skills of the children, introduce the environment, make them become familiar to the new routine in primary schools, engage in conversations to observe the communication skills of children, use charts to test the prior knowledge of children.

Sending teachers believe that they need to teach children alphabets, numbers, shapes, colours, independent skills, and managing their feelings in order to go through transition from preschools to primary schools easily. Receiving teachers teach children the new rules and routine in the new school, they do a recap of academic knowledge acquired before they start with subject's book teaching. The basic knowledge that the children acquired in preschools act

as a foundation in learning, on which further knowledge will be built. Sending teachers ensure that children have acquired this knowledge through activities, repetition, group work, observation, and the portfolio of the children. The work of children is kept in a portfolio which is handed over to parents before the end of year holidays. However, the portfolio only contains worksheets on which children have worked on and there is no record of difficulties encountered before the work has been achieved.

Besides the basic academic knowledge that the children seem to must acquire before entering primary schools, the skills that they need to acquire prior to joining primary schools are clear communication skills, independent toilet skills, autonomous skills, holding crayons or books, physical movements, among others. These skills as agreed by both sending and receiving teachers are essential for daily functioning in the primary school setting. Through daily activities, routines, sending teachers cater for the acquisition of these skills, while receiving teachers give children time to show they have these skills. In case children in primary school setting show that they lack certain skills, the receiving teachers encourage them to observe their peers, or help them directly to learn them.

Sending teachers use activities in the form of play as it is more fun for children to learn. Receiving teachers focus more on books unlike worksheets as in preschools. However, when school starts, during the first few days, children are given colouring activities to make them feel comfortable. In preschools, sending teachers use charts, flash cards, and mobiles while in primary schools, few charts are displayed in the classroom to give a feeling of preschool but with a primary school touch. According to sending teachers, the more fun the activities, the better the children learn, while receiving teachers believe that using these means to teach in the first few days of primary schools give a familiar school feeling to children and therefore encourage them to adapt to the new setting.

School readiness is a term which is quite aloof from the jargon in ECE in Mauritius. Preschool teachers are aware that they have to prepare children from primary schools, however, they did not use the term school readiness until the researcher pointed it out. They managed to explain the terms in their own words but through domains of development, in line with Fram, Kim, & Sinha (2012), Martoccio, Brophy-Herb, & Onaga (2014), Sherry & Draper (2013) Lally (2010), and NAEYC (2009). The receiving teacher participants of this study emphasised about building relationship with the children in the new educational setting which supports the findings of

Limpscomb, Pratt, Schmitt, Pears, & Kim (2013). Sahin et al. (2016) found that a good parents-teacher relationship can successfully facilitate school readiness.

The finding supports the work of Grazziano et al. (2015) who reported that the student-teacher relationship may negatively affect poor executive functions on teacher-rated school readiness. They concluded that there is a need to research how to support preschool teachers through training and provide them with resources to promote school readiness among children with externalised behaviour problems. The conclusion of Grazziano et al. (2015) therefore supports the fact that teachers should be trained and provided with resources to influence their transition practices. Bulkeley & Fabian (2006) concluded that children should be ready to learn what they are taught. They should also be taught about the learning culture and bring their culture to the learning process to foster their self-worth and self-confidence

5.3.4   Interpretation and discussion of category IV: Teaching practices

Teaching five-year-old is quite challenging for preschool teachers. They are meant to teach what the children need to carry forward in primary schools. While sending teachers focus on teaching children how to count, draw, colour, pre-reading, pre-writing, how to socialise, knowing oneself, receiving teachers on the other hand have to focus on what has been prescribed for them to do. For instance, new entrants in primary schools need to complete the Primary School Readiness before learning from books prescribed for Grade 1.

Sending teachers not only focus on academic skills, but also on social skills, socio-emotional competencies, life skills, and communication. Different strategies as outlined in the NCF PP are used in the sending classroom to teach children. But more specifically, the integrated approach is used so that in conducting one activity, the children can acquire skills and knowledge in other areas of learning as well. Teachers use demonstration, storytelling, free conversation, role-play, and they always supervise the work children are attempting to do. For example, use of scissors, use of glue, cutting and pasting. Receiving teachers, on the other hand, are more book focused. They know exactly what they need to do as the prescribed books are there to guide them in their tasks. There is more reading aloud, explanation follows in English, French and Kreol Morisien. Receiving teachers therefore know exactly what they need to do with children.

The Primary School Readiness Booklets are not done by children alone. Teachers read and give instructions in French or Kreol Morisien so as to facilitate the tasks of children need to attempt. Sending teachers have a vague idea of what children need to learn. They know that academically, personally and socio-emotionally children need to have basic knowledge, skills and competencies. Sending teachers do not really know what the children will be taught or what goes on in the first few days of entering formal schools. They only focus on preparing children to be able to communicate clearly, to learn alphabets and numbers, recognise sight words, to draw, colour and paint, to eat properly, to attend to their toilet needs, to socialise with others and learn to behave and to engage in pre-writing and writing activities. All sending teachers interviewed were quite confident about the way they prepare children for primary schools. For each activity that the sending teachers carry out with children, they evaluate each child on their performance, or the final outcome of the activity. Sending teachers use mostly questioning to know if children have understood what has been taught. Worksheets of each child are stored in a file which the teachers called portfolio. In the primary classroom, questioning is used to know if learning has taken place. Receiving teachers also look at each copybook or books to check if the right answers have been written. There is no formal assessment in the first few months of primary schooling. However, receiving teachers carry out simple tests only by the end of the school year, in the third term. Children who need more time to complete tasks are given some more time to do so, under close supervision of teachers. In primary schools however, in order to determine if learning has taken place, receiving teachers verify the workbooks of children, put a tick when it is right or correct the mistakes for the children.

The sending teachers believe that they prepare children adequately for formal schools through the different activities they carry out in preschools for the six areas of learning. Receiving teachers believe that they welcome the children and help them adjust accordingly to adapt to the new environment.

Sending teachers teach children as per their beliefs of what the latter need to know to move to primary schools. Receiving teachers clearly have certain expectations but they need to clarify their doubts about what children need to know before they delve into the primary school curriculum. Both teachers use their own means to smooth the transition of children as there is no guideline to help them in so doing. This statement supports the findings of the research

carried out by Brown et al. (2015) on the influence of neoliberalism in ECE. They stated that while teachers believe they have the freedom to instruct their pupils in a way that reflects their own beliefs about effective practice, their pedagogical choices were constrained by, as well as reflected in, the state's educational policy.

For Little et al. (2016) transition to formal schooling is a critical starting point in a child's educational path, and it can have an impact due to the transition practices used by the schools receiving these children. Their study informed on the use of transition practices which focus on the activities that schools use as well as readiness assessments. The authors found that the use of transition activities of high impact are starting to increase and they should be made available to all students. Therefore, both sending and receiving teachers in Mauritius should be provided with a readiness assessment as part of the policy, while the ECCEA should be able to provide a guideline of transition activities to support teachers at both levels of schools. The readiness assessment and the guideline of transition activities will help inform the transition practices of teachers in both settings. The conclusion of the study of Little et al. (2016) outlined that it is better to understand the practices that facilitate a successful transition to the new school environment as it is deemed to have lasting impacts on student outcomes. They suggested that further research should be undertaken to provide more nuanced examinations of how the transition practices are used, how they vary across teachers within schools, and how they relate to proximal and distal student outcomes. Since transition practices prepare children, Louise (2018, p.143) in her study on school readiness found that there is an impact on the way classroom operates, particularly in the summer term when children are introduced to more formal teaching practices to prepare them for Year One. Therefore, with appropriate information and guidelines, sending teachers can prepare children for the formal education setting.

5.3.5   Interpretation and discussion of category V: Continuity in education

In preschool classrooms, sending teachers focus on preparing children to become independent and to acquire basic academic knowledge and skills required to learn further. Activities with specific objectives through theme-based approach for all the six areas of learning are implemented. Engaging in conversation with children as an activity and during activities is one way sending teachers ensure that children are able to follow instructions, relate to others, and

communicate effectively. They talk about life in primary schools and try to present the primary classroom scenario and provide children with a picture. For instance, sending teachers mentioned about learning more in primary schools, going to the big schools, many new friends, the children will learn from books, they will be along with other big children in the big schools. This conversation usually takes place during free conversation time, and sending teachers do it by the end of the third trimester. Receiving teachers as well engage in conversation with children to know more about them, their likes and dislikes, their views about primary schools, the knowledge, skills and competencies that they have already acquired, their other potentials like dancing, singing, reciting poems and nursery rhymes. The main topic of conversation on the first day of school is on Christmas, and children are encouraged to talk about their Christmas presents, holidays, siblings, families, and their preschools. The children are provided with plain paper to draw and colour freely. Charts are displayed in the classrooms and receiving teachers use them to know what the children already know. Receiving teachers ask children to sing and dance for the class and value their potential. Praise is used to encourage the new entrants and make them feel comfortable in front of the class.

Whatever is taught in preschools, sending teachers strongly believe that the knowledge that children have acquired would be of use in formal schools. The independent skills, making the children become autonomous is a major contribution to move to primary schools. Receiving teachers share the same views about independent skills. Relating to other children, building relationships, using structured sentences to communicate their needs and feelings are also learnt in preschools which are considered helpful in primary schools for adjustment purpose.

While sending teachers prepare children to recognise alphabets, numbers, colours, size, weight, animals and their sounds, nursery rhymes and poems, receiving teachers find it as foundation skills to learn more. Recognising alphabets will enable children to acquire pre-reading skills. Sight words are regularly used in preschools to encourage children to read. Alphabet charts, number charts and banners are seen in the preschool classrooms to allow children to see and identify them anytime. The presence of different learning centres in preschool classrooms are accessible to all children during free activity or specific activity. These learning corners or centres are meant to give children opportunity to explore on their own, to play on their own or alongside other children, and therefore, teachers provide the children with opportunities to communicate their needs and feelings, to express themselves, and to ask questions to clear their doubts. Sending teachers work with small groups of children, and it is easier to pay attention

to each one of them than when in large groups. The seating arrangements to conduct activities are very specific in preschools. The teacher faces the children at all times during an activity. Even if the teacher moves around, she has a close glimpse of the group she is working with.

Bulkeley & Fabian (2006) mentioned that successful transitions result from planning for continuity for socio-emotional and cognitive development. The finding from their recorded observations suggested there should be continuity in reception class and Year 1 in terms of similar learning environment, styles and teaching and experience children earn. What sending and receiving teachers do in their respective school setting is based on their beliefs, perceptions and expectations. To ensure continuity, there is a need to work together as a team. Landberg (2013) stressed that quality education can provide effective transitions between the preschool and primary school through continuity, based on the similarities of the two settings and the partnerships between the teachers in both settings. Continuity in the findings refers not only to curriculum, but pedagogical continuity. The content taught in preschools and primary schools should be aligned to provide continuity and avoid a sudden drastic change. The alignment is a way of "bridging the gap" between the two schools. Te Wha¯riki provide guidelines for "continuity between early childhood education and school" (Education Review Office Te Tari Arotake Matauranga, 2015).

Louise (2018) found that there is a lot of pressure that teachers face when Year One outcomes are pushed down into Reception as a way of 'bridging the gap' between two curricula. Children are left in a state of 'catch-up' as they move up through the school when they fail to achieve the Good Level of Development of the EYFSP. Eventually, it is not just the content of the curricula, but the pedagogies involved in both settings that can promote continuity in education, ensuring quality early childhood education.

5.4   Findings

Based on the above interpretation, the findings of the study are summarised as follows as per the research question (RQ) "What should be a framework for transition practices of sending and receiving teachers for school readiness of children?"

5.4.1   Background of Mauritian education system

The Mauritian education system has been influenced by the colonisation of the island. Even though English is the official language, French and Kreol Morisien are widely used in classrooms to teach. Children are exposed to a particular language at home, depending on their background. Sending teachers focus on teaching children ways to communicate verbally using different languages. In most cases, Kreol Morisien which is the mother tongue of many children, is used in teaching while giving instructions and for children to understand better. French language which is close to Kreol Morisien is mostly used in schools, while English language, despite being the official language is used in books instead of medium of instruction. There are specific schools where English language is the only medium of instruction and communication. However, it is not possible to stick to one specific language in teaching in any other school due to the diversity of learners and their diverse backgrounds. The primary education cycle and the NYCBE differs as the competitive CPE has been removed from the education system. Yet, the children still need to write the Primary School Achievement Certificate to secure a seat in a secondary school, but without the stressful competition. The primary education cycle used to comprise of six years of formal schooling starting with Standard One. The NYCBE includes three more years in the primary education cycle, starting from Grade 1 to Grade 9. Therefore, the first three years of secondary school are now part of the primary education cycle.

5.4.2   Reform in primary education policy

The ECCEA does not provide support to teachers in smoothing the transition of children from preschools to primary schools as per the both the sending and receiving teachers. Not all participants were aware of the SEN Unit of the ECCEA. However, they all agreed that SEN Unit can provide feedback and support to children who have special education needs.

Preschool teachers use the NCF PP regularly to prepare their activity sheets and to set out objectives for the activities they plan. Some receiving teachers were unaware of the NCF PP and intend to have a look at the document to understand what children do in preschools. The NCF PP helps sending teachers prepare children for transition through the performance indicators and descriptors set out for each area of learning. These performance indicators and descriptors are used to prepare activities and help children achieve basic academic knowledge and acquire necessary skills to move to formal schools.

Sending teachers are aware of the Developmental Learner Profile but not of the Primary School Readiness, while receiving teachers are aware of the Primary School Readiness and not of the Developmental Learner Profile. However, sending teachers believe that the Primary School Readiness can help them prepare children for transition to formal schools, and receiving teachers believe that the Developmental Learner Profile will enable them to know the new entrants better. Sending teachers believe that receiving teachers are responsible for the transition of children once they reach primary schools, and receiving teachers believe that sending teachers are responsible for the transition of the children to the new setting. However, it has been noted that both sending and receiving teachers are not told how to prepare children undergoing transition from preschools to primary schools. Both the teachers do what they feel will enable children to learn in formal schools. To ease the transition of children, sending teachers help them acquire the skills required to function independently, to communicate fluently using structured sentences and words to express their thoughts and feelings. They also teach children the basics of academic knowledge, such as alphabets, numbers, shapes, colours, and other concepts that are important for further learning. They use conversations, stories, role-play and dramatization to prepare children for formal schools. Receiving teachers use conversations to build rapport with the children. They use charts and colouring sheets as display in the classrooms. They encourage children to show their skills and abilities, for instance, in dancing, singing or reciting poems or nursery rhymes.

According to both the sending and receiving teachers, the factors that influence transition of children are the adaptation process in the new setting, the perception of the new school and new teacher, the other children who are present in their class, the level of independence acquired, how well they communicate their needs and feelings and the way they express themselves, and, the basic academic knowledge acquired in preschools. Sending teachers teach children independent skills, communication skills and basic academic knowledge that would help them adjust in the new setting. Receiving teachers engage in conversation with the new entrants to make them feel comfortable while expressing themselves, take the children for walks around the school, allow them to use their skills on their own and question them to know their academic knowledge.

The visit around the school on the first day of formal schooling enables children to know their new school environment. Receiving teachers help children adjust to the new routine, that is, the break time, the lunch time, seeking permission to go to toilet, to drink water, to talk in class,

to answer questions, allow them to interact with their peers to socialise and make friends, engage in conversation about their last summer holidays before joining primary schools so as to enable each one to talk, give them colouring activities, use storytelling to make the children feel the experience of when they were in preschools, and to gain their attention. Receiving teachers set questions to know more about the basic academic knowledge of children in order to know what they know. The ways children become comfortable with the routine, the interaction and the ease with which they communicate, and the responses of children based on questions asked by the teachers reveal the adjustment of the children in the formal schools.

Sending teachers only prepare children academically, socially and emotionally to adjust to formal schools. They believe that when children achieve the set objectives of the activities designed and implemented by the preschool teachers, they are therefore ready to adjust to formal schools.

When they feel that they belong to the new school environment, children communicate freely with the teachers, peers and other adults, they feel comfortable despite being in a new place with new people and new peers. Children adapt easily in settings where they feel comfortable. Receiving teachers found that when they take the mother-figure approach towards the new entrants they are more likely to make the children feel comfortable. Conversations about holidays, previous schools and teachers, songs and dance, are used to make the children feel comfortable. Sending teachers praise children when they exhibit successful acceptable independent skills. Preschool teachers explain to children that the new school and new teacher will enable them to learn more. They give a positive opinion of the forthcoming environment and teachers so as children feel reassured about the new setting.

5.4.3   School readiness

In preschools, children are taught the basic academic knowledge through play and activities. A lot of emphasis is laid on the acquisition of independent skills and communication. In primary schools, receiving teachers put charts and some decorations in the classroom to welcome the new entrants, engage in conversation and make the children talk, take the children for a guided tour around the school to introduce their new environment where they will be, encourage children to show their talents and skills in singing, dancing, colouring and talking,

they also tell children stories to observe their listening skills and question them to indirectly observe their level of understanding.

If children in preschools are able to exhibit proper independent skills, communicate their needs and feelings clearly, recognise alphabets and numbers, colours and shapes and other basic concepts such as heavy/light, long/short, big/small, sending teachers believe that they are ready for formal schools. Receiving teachers share the same views, however, they also expect children to know how to write.

Sending teachers believe that they must teach children to function independently, that is, become autonomous and self-regulated. They must also teach children to understand their own feelings and express their needs and feelings appropriately. Alphabets, numbers, colouring within the lines, basic concepts, listening skills, reasoning skills, simple thinking skills, are what sending teachers believe they need to teach children so that they can go through the transition from preschools to primary schools easily. These will also enable children to adjust in the new setting.

Receiving teachers on the other hand believe that children must already acquire writing skills instead of pre-writing skills, pre-reading and reading skills and numeracy skills.

5.4.4 Teaching practices

Preschool leavers are taught the basics of academic knowledge and skills, along with a number of independent skills that children need to acquire as they grow. Literacy skills such as recognition of alphabets and reading sight words, numeracy skills such as recognising colours, shapes, numbers, concept of time of the day and size and weight. Sending teachers also teach children writing skills, beginning with pre-writing exercises to enable them to learn to write. Colouring activity and other fine motor skills activities are used to teach children to hold a pencil or crayon.

In preschools, sending teachers use stories, role-play, dramatization, and demonstration among other strategies to teach children. During the first few weeks in primary schools, receiving teachers only give instructions to children and are asked to do certain exercise activities. After few weeks, books are used. Receiving teachers read the instructions, explain in a language that

all children understand and guide children to do the activities. Sending teachers use several approaches to teach children in preschools. Integrated approach is widely used, however, other approaches such as multicultural approach, inclusive approach, project-based approach and partnership with community are gaining grounds in certain preschools. Receiving teachers are more direct in teaching. There is no specific pedagogical approach that they use to teach children in primary schools. In preschools, teaching is more child-centered, while in primary schools it is more teacher centered. Sending teachers offer children opportunity to explore, to build their own knowledge and to learn through inquiry, while receiving teachers give more instructions that children have to follow, and hence children learn through these instructions.

When children join primary school for the first time, receiving teachers are in the process of knowing them, of understanding each child in their classroom, and therefore instructions are given to know what children can follow, what they are capable of doing and how well they do what they do and to know the depth of their knowledge and understanding. Following which, teachers then introduce the Primary School Readiness booklet, which is preceded by formal learning from prescribed books designed under the primary curriculum.

Sending teachers prepare children according to what they think the children need in order to move on the ladder of schooling. They do not have a prescribed curriculum to prepare children for primary schools. Receiving teachers informally assess children to know what they know before starting formal teaching, which is book-based. In primary schools, teachers have a prescribed curriculum to follow and related books to teach from. Therefore, receiving teachers are aware of what they need to teach children.

In both preschools and first year of primary schools, there is no formal assessment. In order to determine if learning has taken place, sending teachers observe children, ask questions about the activities conducted, use prepared checklists to record observations and performance of each child and a record of the work of children are kept in a portfolio for further reference. In the first few weeks of primary schools, the new entrants are observed and questioned. Receiving teachers observe children in various ways. For instance, through conversation, colouring activities, storytelling, receiving teachers get to know what the children know before proceeding to formal teaching.

Both sending and receiving teachers claim that they adequately prepare children for formal schooling. Sending teachers believe that what they teach children with regard to academic

knowledge and life skills are sufficient for children to adapt in the primary school settings. Receiving teachers believe that the way they welcome children is enough to make them feel comfortable in the new setting. However, receiving teachers mentioned that knowing about each child's performance in preschools would enable them to teach the children better and would save time to teach and complete their syllabus.

5.4.5   Continuity in education

In order to ensure that children move to formal schooling easily, sending teachers help children acquire most independent skills to function in their daily life and basic academic knowledge and skills to learn further when they reach primary schools. Receiving teachers build relationship with the children through conversations and questioning so as to know the new entrants and also know what they already know. They give instructions to children to see if they can follow and they provide them with worksheets to see what they are capable of doing and how well they do. Receiving teachers take the children around the school so they can get acquainted to the new environment.

Sending teachers provide children with the basic knowledge to learn further. After each activity, they assess each child informally through checklists, questioning, and they observe children and record each of their work in their respective portfolio which is given to parents on the last school day before they leave preschool. Receiving teachers provide worksheets for colouring to observe the writing skills acquired by the children, use charts to informally assess their reading skills, tell stories to know their level of understanding and listening skills, they also give instructions to see if the new entrants are able to follow and act accordingly.

For sending teachers, preschool leavers should know the alphabets, numbers, shapes, colours, sizes, time of the day, pre-writing and pre-reading skills and they should be autonomous before they join primary schools. Receiving teachers consider these concepts as necessary and additionally believe that children should already know how to read and write before they join primary schools, and they should be able to talk, to communicate their needs and feelings prior to joining the new setting.

For both sending and receiving teachers, if children know these concepts they will learn further. Preschool teachers believe that primary school teachers can build on the existing to knowledge

so that children learn further and receiving teachers believe that these concepts when acquired will enable them to move faster and be on time with syllabus completion.

In preschools, children learn through different teaching strategies that the preschool teachers deem appropriate for each specific activity, whereas in primary schools, they learn mostly from worksheets and books. Sending teachers adopt any particular pedagogical approach for various activities, the integrated approach being the most widely used, in Mauritius, the multicultural approach is also used regularly depending on the context of the activities that have been planned.

Both sending and receiving teachers described the teaching practice in their settings as appropriate. However, they do agree that they should both know about how teaching and learning take place in each setting so as to prepare children for the transition from informal learning environment to a formal one.

5.5   Summary

The interview protocol was prepared using the conceptualisation process. After validation, it was used for exhaustive interviews of the participants of the sample population. In qualitative research, saturation is the most important factor that determine the sample size (Mason, 2010). This study has 18 respondents in all, that is, 16 teachers and two participants at senior level. Quotes on interview transcripts have been prepared and open codes have been generated from each interview to identify the saturation level. For the development of descriptive and explanatory accounts, there has been a systematic analysis guided from explicitly the interconnected stages of framework analysis. Initially, 40 categories were identified which were refined into 33 broader categories. These categories were brought together to form 16 initial themes. Finally, through framework analysis, five themes emerged and ultimately resulted into the formation of the core concept 'Transition practices from preschools to primary schools'. The interpretation of the data is presented based on each category. The findings of the study have been summarised as per the research questions. The discussion on the summarised findings is then presented according to the research objective.

Chapter 6

Summary of Findings and Implications of the Study

6.1   Introduction

This chapter provides a summary based on a discussion of the findings of the present research with regard to the research problem and objective. The major contributions of the present study and its implications on the education problem as spelt out in the first chapter are presented. Suggestions for further research in the field are also provided. The limitations of the current study are outlined at the end of this chapter, and a conclusion based on the findings is presented.

The purpose of this study was to provide a holistic understanding of school readiness and Early Childhood Education through effective transition practices. In Chapter 1, the education problem was presented and justified. Through the literature review on the background of the research, the education problem has been rationalised as: "Inadequate school readiness and Early Childhood Education is resulting in inefficient transition practices". Thematic analysis has been presented in Chapters 2 and 3. After a thorough understanding of the education reforms in the Mauritian Education Sector and a review of the Education Amendment Bills, two themes emerged in Chapter 2, namely, "School readiness" and "National Curriculum Frameworks and transition practices". Chapter 3 presents the literature on transitions in Early Childhood Education, focusing on the models of transition practices and theory of transition, more specifically, King Beach's consequential transitions theory. Two more research theme emerged in Chapter 3, namely, "Teacher-focused transition model" and "Preparing children for primary school". Relevant studies on existing transition models are included in the chapter. Since Mauritius has been a British colony and the Education system is closely related to that of the British (Achieving Education for all, 2001), the transition practices and models of the United Kingdom were chosen for the present study. In Chapter 4, each identified theme has been scrutinised in the structured literature review. The consequential transitions theory has been chosen as the underpinning theory and has been discussed through a theoretical perspective. Using the "funnel approach" (suggested by Creswell, 1994, adapted and expanded

by Miller, 2009), the research gap was consolidated as follows: "A comprehensive study could not be found which suggests a mechanism enabling smooth transition of children through the practices of sending and receiving teachers". The theoretical premise gap has been identified as follows: "There is a dearth of scholarly literature addressing the approach of restructuring transition of children from preschools to primary schools". In the educational and policy implications of this chapter, the thematic research gap has been addressed, while in the academic and socio-emotional implications addressed the theoretical premise gap. Both the thematic and theoretical premise gap helped the researcher in reaching the research problem which was, "To find an approach that can be adopted to enable school readiness in children for transition from preschools to primary schools through transition practices". The research problem stated the research question for the study to be "What should be a framework for transition of children from preschool to primary school through practices of sending and receiving teachers for school readiness?" As De Vaus (2001) pointed out, the research problem decides about the research design, the research questions to answer the research problem therefore decides about the design. A qualitative research design was used for the study. Chapter 5 exclusively deals with the research methodology. Framework analysis based on the conceptualisation was chosen over other research strategies and methodologies (Richie & Spencer, 1994).

To understand the transition of children moving from preschools to primary schools, the inadequate school readiness in Early Childhood Education, through practices of teachers, the Early Years Education and Early Years Foundation Stage of the United Kingdom were referred. The conceptual lens was developed on the basis of conceptualisation of documents dealing with transition from preschools to primary schools of United Kingdom and Mauritius.

For preparing the conceptual lens, transcripts were developed by considering the following documents: 1) Mauritius – Education reforms 2015, Report on Implementation of Education reform and 2) United Kingdom – Early Years Foundation Stage, Research reports of the Department for Education. Coding was done, followed by categorisation which led to themes identification for common core concepts of developing the conceptual lens to base the frame for transition practices of both sending and receiving teachers. An initial protocol was framed for which the initial coding was refined. Associations between categories were identified which led to a conceptual framework for transition practices, in line with the "Theory of Conceptual

Development" (Vygotsky, 1986). Thereafter, the interview protocol was developed based on the conceptual framework. It was validated and checked for reliability in line with Lincoln and Guba (1986). In-depth interviews were conducted up to saturation. The interviews were then transcribed and coded. In order to identify themes for the common core concept of developing the framework for school readiness through practices of sending and receiving teachers, further categorisation was conducted. Data analysis was carried out using the framework approach. The findings of the analysed data have been presented in line with the RQ and discussed to address the research objective. The summary of the data analysis is concluded as per the research problem in the part that follows.

6.2   Summary of findings

The aim of this study was to develop a framework for school readiness through the transition practices of sending and receiving teachers for children moving from preschools to primary schools. This part of the chapter reviews the discussion on the main findings reached throughout this study as per the research problem, "What should be a framework for transition of children from preschool to primary school through practices of sending and receiving teachers for school readiness". The following subsections presents the conclusions of the study in line with the research problem.

6.2.1   Teaching quality during the transition from preschool to primary school as identified in the present study

6.2.1.1 Teaching quality in preschools

It is important for preschool teachers to not teach in the traditional way (Jonsson, 2011; Thulin, 2011). Children learn through activities in preschools (Utbildningsdepartementet, 2010; Einarsdóttir, 2011; Thulin, 2011). There is no prescribed curriculum or guidelines for preschool teachers to know exactly what to teach children or how to teach them in order to prepare them for primary schools. The NCFPP offers lists of descriptors and performance indicators for six areas of learning. Additionally, there is no evidence of how preschool teachers know that

children have acquired the basic concepts, knowledge, skills and attitudes to move to the formal school setting. In the Manual of Activities, the document that provides a series of activities that preschool teachers can conduct for each theme, it is already mentioned that the themes are not prescriptive (Manual of Activities, 2013). The ECCEA does not interfere in what is being taught in preschools. The organisation emphasises more on catering for the infrastructure, the settings, the teachers and carers. Each preschool in Mauritius is free to devise their own long-term, medium-term, and short-term plans. The focus is more on having children achieve the performance indicators which are the objectives of activities designed and implemented by teachers. The quality of teaching in preschools is therefore being overlooked. What should be taught to children remain an unanswered question and furthermore, how to teach them. There is no evidence about the pedagogical approaches that preschool teachers use although all of the participants claim they use the integrated approach. They prepare non-prescriptive activity sheets. The ECCEA provided an activity sheet on an A4 paper which consists of a list of activities with their respective objectives. However, the form fails to provide all the details that would help teachers conduct the activities. The activity sheet, being a form of a lesson plan acts as a road map of what students need to learn and how the lesson or activity will be done effectively during a specific time (Milkova, 2012). A roadmap is followed to reach an intended destination. Similarly, the activity sheet and lesson plans if well detailed and planned, will enable teachers to reach the objectives set for the activities. The knowledge, skills, and attitude children acquire during preschool years are what they carry forward in primary schools. Lateral transition and encompassing transition of consequential transitions theory involve the notion of progress. Therefore, progress that children make during preschool years should be more likely to help them move to primary schools. But, the findings of the present study reveal that primary school teachers need to teach them the basics again before delving into the primary school curriculum. This explains the importance of attending preschool and the quality of preschool education as supported by the Department of Education of UK in the research brief on "How preschool influences children and young people's attainment and developmental outcomes over time (EPPSE 3-16+, 2015)." In the same vein, the research also showed that preschools with staff with higher qualifications, and trained teachers interacting with children on a daily are determinants of good quality in the preschool settings, including nursery schools and classes.

Consequential transitions not only involve the notion of progress for the learner but are also understood as a developmental process, which includes change in identity, knowledge, and

skill (Beach, 1999). Preschool teachers set out appropriate aims and objectives for any activity through the performance indicators under each area of learning present in the NCFPP. The progress of the young learners depends on the quality preschool education that helps their development in all domains of development. Therefore, teaching quality should be added to the consequential transitions theory.

6.2.1.2   Teaching quality in primary schools

The goal of the Nine-Year Continuous Basic Education (NYCBE) of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research (2016) is that all students will benefit from nine years of quality education. Quality is therefore a term used to focus on both teaching and learning. At lower primary school level, for this present study, the teaching quality in primary schools has been a focus of attention.

The findings of this study showed that receiving teachers start the first few days by focusing on activities which are like preschool activities, thus taking into account pedagogical continuity. These activities tend to bring a connection between what was learnt in the previous setting. Lateral transition explains the move from one setting to another, with an element of developmental progress. The knowledge that needs to be carried forward for further learning to take place relies on the development of the child during preschool. Consequently, children moving to primary school must have achieved readiness in the different domains of development.

The data generated in this study reveals that some of the receiving teachers, who were participants of the study, are not aware of what and how children learnt in preschools. They have a preconceived notion of what the children know when they join primary schools. Hence, the tasks that they give children are in line with their expectations rather than the reality. They believe that all children joining primary schools have already acquired writing skills, while in preschools, children are taught pre-writing skills. Some children might have achieved writing readiness before joining primary schools. Reading readiness is not achieved by all children, but pre-reading skills might have been acquired by some. Similarly, some children might have learnt the numbers, they can recognise the numbers but are still not confident about same. The demands of primary schools differ from that of preschools as children encounter a more

organised and formal phase of learning through new activities involving reading and writing, new rules to follow and they have to behave in specific ways (Margetts & Phatudi, 2011).

Being independent is one of the qualities that receiving teachers require from new entrants. All the participants of this study have brought forward that children need to function independently at the time of joining primary schools. They have related their experiences with new learners where some still need help to unscrew a bottle cap or open their lunch boxes, or even to go to toilet.

Communication is essential to build and maintain relationships in daily and professional life (Kavrayıcı, 2020). Teachers need to build relationship with their students and thus, communication is a skill which is at the core of the teaching profession (Duța, 2015). One study showed that children become confident and positive when they get the attention, help and support of their teachers (Liberante, 2012). The author even explained that students are given opportunities for higher order thinking and substantive communication in a Quality Learning Environment.

Teaching and learning in the primary classroom consist of longer period for each subject, use of books as well as paper and pencil tasks. In the preschool classroom, the duration of an activity lasts between 20 to 30 minutes. Worksheets are used and very less writing and reading tasks are given. In the primary classrooms, children are required to express themselves using structured sentences and manage independently, while in the preschool classrooms, children are still being encouraged to use structured sentences and they always get help from their teachers or carers present. Therefore, the move from one setting to another has some demands on the ones undergoing the transition. Both sending and receiving teachers need to collaborate for a smooth transition of children moving from the preschools to primary schools. The collaboration will in turn contribute to the school readiness of children undergoing the transition from preschool to primary schools. Hence, the collaboration between the sending and receiving teachers is key to the transition practices of teachers. Consequential transition theory failed to inform the contribution of collaboration between the two settings as a factor that will facilitate transition. Despite talking about developmental changes that need to take

place in the subjects who will undergo the transition, the theory does not mention about those who help the subjects to undergo the phase.

The present study has shown that receiving teachers have a set of beliefs or expectations. The consequential transition theory implies that when subjects move from one setting to another whereby the subjects adapt to the new setting based on certain skills and knowledge acquired from the previous one. To acquire those skills and knowledge, the subjects are prepared in the previous setting to move to the next level. Based on the theory of consequential transitions the findings show that the preparedness of the subjects, that is, the readiness of the subjects to undergo the transition phase require investigating the practices of the facilitators or teachers in both settings. In other words, the readiness of children depends on the practices of both sending and receiving teachers. It has been reported that when students behave well, consistently have things to do and are highly engaged in learning tasks, the classroom functions at its best and are most productive (Pianta et al., 2009). Furthermore, the authors pointed out the importance of socio-emotional support that schools can provide to enable children to overcome the challenges of starting school.

6.2.2 The socio-emotional development of children during the transition from preschool to primary school as identified in the study

Positive social and emotional development has been recognised by child development specialists as being crucial for the welfare of children (Darling-Churchill & Lippman, 2016; Isakson, Higgins, Davidson, & Cooper, 2009). During the transition from preschool to primary schools, the socio-emotional development of children has gained more importance as it supports the adaptation and adjustment in the new setting. Hence, preparing children emotionally for their future by giving them the opportunity to make their own resources will enable them to adapt to their environment easily (Stoica & Roco, 2013). An association has been found among later life outcomes, particularly, reduced problem behaviours in adolescence such as smoking, teen pregnancy, high school drop-out, and better health with early socio-emotional skills during preschool years. (Moffit et al., 2013; Raver, 2002; Tremblay et al., 2004; Trentacosta & Izard, 2007). It was found that it is essential to foster social-emotional skills in mostly young children who are considered at risk for poverty-related adversity as the

latter shows early social-emotional deficits with regard to classroom difficulties (Blair & Raver, 2012) Gilliam, 2008; Qi & Kaiser, 2003;. That is why, the goals of many preschool programs is to provide high-quality early experiences so as to promote positive social-emotional development (Roberts et al., 2016). Sending teachers who were also participants of the present study explained that they foster the personal and social-emotional development of children through the Personal, Social, Emotional Development area of learning (PSED). The integrated approach is used to design and implement activities which caters for the holistic development of preschool children. Prior to transitioning to primary schools, teachers expect that children have achieved most of the performance indicators of the PSED area of learning. This implies that preschoolers learn to socialise with their peers and other adults in the preschool environment, know about their own self, their family and their own identity. They learn to also develop an understanding of their feelings and how to express themselves accordingly. Participants of this study who were receiving teachers, reported that new entrants usually have difficulty to communicate their feelings, build relationship with new classmates and adults in the primary school settings. Findings from a study in Sudan showed that emotional state of preschoolers influence their communication with peers, which supports the fact that peer-to-peer interaction and situational communication can foster the emotional development of preschool-age children (Scrimgeour, Davis, & Buss, 2016). The study also revealed that understanding one's emotions and feelings positively relates to social competence (Alwaely, Yousif, & Mikhaylov, 2020, p. 8).

The consequential transition theory does not mention about the socio-emotional requirements of transitioning to the next level. Findings of the present study has revealed a smooth transition from preschool to primary school is influenced by the socio-emotional development of children. Along similar line, studies revealed several important socio-emotional skills that can support children's success in school, some of which are self-regulation, social awareness, responsible decision making and relationships (Denham et al., 2011). The authors reported that success in preschool and primary school years depends largely on a child's ability to regulate and handle their emotions and awareness of other people's feelings. That is, improved social behaviour of children and their ability to understand the feelings and emotions of others have implications for early school success. Cooperating, listening, seeking help and expressing appreciation are some relationship skills that are learnt during preschool years which also predict achievement in first grade. Consequently, it was concluded that fostering the personal

and social development of young children should be a fundamental focus of educational institutions (Durlak & Weissberg, 2011).

6.2.3 Bringing new knowledge to the field: Proposed new framework model for transition practices of sending and receiving teachers

The present study brings in new knowledge to the field by showcasing a framework based on the interpretation of data that has been collected through interviews of both sending and receiving teachers and cadres in the field of preschool and primary schools. By adapting the qualitative data analysis of Smith and Firth (2011) for developing the framework, interviews of the respondents were analysed till exhaustion. The findings and interpretations are then discussed in the light of relevant studies leading to the introduction of the proposed framework which shows the practices of sending and receiving teachers which cater for a smooth transition of children during the shift from one setting to another. These are introduced in the proposed framework as follows:

1) Sending teachers preparing children for transition: What do sending teachers do to prepare children for primary school has a major impact on the transition of children? Why do they prepare children the way they do?

2) Receiving teachers' practices helping children adjust in the new formal schools: What do receiving teachers do to help children adjust in primary schools? Why do they do what they do?

In view of the above and as per discussion on the findings, the present study suggests the following steps to pedagogical continuity and teacher-focused transition practices, as follows:

6.2.3.1   Step 1: National Curriculum Framework

The National Curriculum Framework acts as a guideline to enable teachers to teach children. The document provides the different pedagogical approaches, teaching strategies and developmentally appropriate practices that preschool teachers can use to teach young children.

The proposed model calls for a review of the NCFPP and National Curriculum Framework Primary which will highlight the ways sending and receiving teachers can cater for smooth transition of children.

As mentioned by the participants of this study, the NCFPP help preschool teachers prepare children to acquire the knowledge, skills and attitudes to move to primary schools for further learning. The descriptors for each area of learning represent the aims of activities they design to implement in the preschool classrooms.

Receiving teacher participants claim that the National Curriculum Framework Primary does not provide transition practices that can help them support children when they move to primary schools for the first time. The participants also mentioned about the Primary School Readiness booklet which they help children complete during the first six weeks when they join the primary school settings.

6.2.3.1.2 National Curriculum Framework Pre-Primary

Both the descriptors and performance indicators need to be reviewed to enable preschool teachers to prepare children for formal schools. They mentioned that examples of strategies to be used based on the right approach can be provided to enable sending teachers to be transition focused.

6.2.3.1.3 National Curriculum Framework Primary

Primary school teachers suggested that they be provided with more precise information about what new entrants in primary schools know and how to teach them thereon. They indirectly pointed out that continuity from preschool to primary school curriculum may enable receiving teachers build on the prior knowledge for further learning to take place. The National Curriculum Framework Primary therefore should provide guidelines on how to achieve specific goals while helping the new young learners adapt and adjust during the transition process. Additionally, the expectations of the primary school teachers can be supported in the NCF Primary through a checklist or developmental chart that will provide receiving teachers with a starting point.

6.2.4   Step 2: Early Childhood Education Care Authority Act

The ECCEA Act can help the transition process of young children by focusing more on the ways they can enable preschool teachers to prepare children for transition. Stakeholders must ensure that pre-schoolers visit a primary setting and get to know how the environment looks like in the 'Big school' before moving. The ECCEA can cater for such school visits with the preschool teachers and also enable primary school teachers to visit preschool classrooms to learn about how teachers teach, what they teach, how they assess children and evaluate their work.

6.2.5   Step 3: Quality education

For significant quality education in early years, teachers must be able to implement developmentally appropriate curriculum and they should also be well-trained, committed, consistent, responsive, affectionate and engage in appropriate adult-child interactions (Sylva et al., 2004, 2014).   The present study has found that both sending and receiving teachers must foster the cognitive and socio-emotional development of children as part of transition practices. Receiving teacher should, however, know what children already know and build on that existing knowledge for further learning to smooth the transition of children during that period. Sending teachers must equip preschool leavers with the knowledge, skills and competencies, and right attitude to join primary schools. The transition can be smoothed if preschool teachers are aware of what is expected of children in primary schools. At the same time, when sending teachers know how to prepare children for the new school settings, receiving teachers know how to work with them when they are in the new setting. Sending teachers should therefore know what children need to know when they join primary schools and receiving teachers must ensure that children know what they are expected to know based on what they shared with the sending teachers. In this way, there will be quality in education provided by preschools and hence, expectations of receiving teachers will be met.

6.2.6   Step 4: School readiness

School readiness of children needs to be worked on by both preschool and primary school teachers. Firstly, the needs of the child should be the origin of school readiness. Each individual who deals with school readiness view it differently (Wasik et al., 2011). There need to be a guideline to enable sending teachers to get children ready for primary schools. Likewise, in the first few days in Grade I, receiving teachers must ensure that children are ready for school. The guideline for preschool teachers will not only consist of academic knowledge, skills and competencies, but it will also ensure that children have the required independent skills to be autonomous in primary schools. All other non-academic skills, knowledge, and competencies must have been achieved by the end of preschool years and at the beginning of formal school. Receiving teachers can indirectly and informally assess the children through activities similar in preschools to know how ready children are. In other words, the Primary School Readiness should be designed in line with the transit document of the Developmental Learner Profile to determine the stand of the new entrants.

6.2.7   Step 5: Proposed new transition practices model – teacher-focused transition practices

The present study has brought about a teacher-focused transition practices model which can be used to empower children to make the transition from the informal setting to the formal setting effectively and most importantly, smoothly. The model emphasises on the work of teachers in both settings. There need to be more communication between sending and receiving teachers. As reported by the participants of the study, they conveyed the need to know what goes on in each setting and what teachers in each setting demands from children. There is a need for transparency in both school settings. The objectives of the activities conducted, the achievements of each preschool leaver in all aspects of development and in all areas of learning should be linked to the primary curriculum. Parts of the National Curriculum Framework Primary should be started in the last months of preschools. Each trimester sending teachers must write a report of what has been achieved by the preschool leavers and meet with receiving teachers to discuss. After the last trimester, at the beginning of summer holidays there must be a meeting between the sending and receiving teachers to report the strengths and weaknesses

of each child who is moving to Grade I. Each child knows which school they will be attending and thus, the receiving teachers must meet the respective teachers within a period to discuss the developmental progress of each child. Besides, the transit document of the Developmental Learner Profile should be used at this time to inform receiving teachers of what they can expect from the new learners. This also implies that sending teachers must fill in the transit document accurately. It is also important for receiving teachers to be fully aware of the approaches used to teach children, the strategies that have been used, and the evaluation process.

6.2.8 Step 6: Continuity from preschool to primary school

As children join the foundation stage, transition practices that involve learning through play will smooth the transition to reception stage (Grauberg, 2014). To smooth the transition of children from preschools to primary schools, communication between sending and receiving teachers is highly effective. The communication is not only about discussing about the strengths and weaknesses of children but knowing about teaching and learning in both school settings. This study has shown that both teachers need to be informed learning in both settings, that is, how children learn and what they learn, so as to prepare children for school readiness. For learners to achieve school readiness, there need to be a continuity from preschool settings to primary schools which will determine the level of readiness of children. While sharing information of what has been done in the last trimester and how it has been done, sending teachers provide receiving teachers with the knowledge of what they can do from there. Receiving teachers can then prepare the first few weeks of formal schooling while connecting with what has been taught in preschools. It also involves using similar teaching strategies and pedagogical approaches, which they will gradually modify to those specific teaching strategies and pedagogical approaches that are used in primary schools. The link in the curriculum must always be visibly present. Information must be shared between the two settings to support connections for children and the two sectors with regard to continuity through a template. Hence the need for curriculum continuity and pedagogical continuity in the practices of both sending and receiving teachers.

6.3 Transfer scheme

The researcher has found that in order to smooth transition of children moving from preschools to primary schools, the practices of sending and receiving teachers need to be reviewed in Mauritius. The ECCEA leads the preschool sector while the Ministry of Education and Human Resources, Scientific Research and Tertiary Education is responsible for primary schooling. A series of measures should be taken at both levels to educate young children. Since the study focuses on the practices of sending and receiving teachers, measures to be taken are based on what needs to be done by both groups of teachers for the welfare of young children.

Both sending and receiving teachers should work in collaboration with each other especially in the last trimester and at the beginning of the year, to understand the teaching and learning process in each setting. As concluded in one study, a meaningful collaboration between the teachers from both settings can support the transition of children but there is a need to research how to successfully implement teachers' collaboration to achieve best educational outcomes in children (Skouteris et al., 2012). Through the findings of this study, the researcher has designed a transfer scheme that can enable teacher collaboration for the successful transition of children moving from preschools to primary schools.

The collaboration process may begin with an awareness of preschool teaching and learning processes for receiving teachers. Thus, primary school teachers working with new entrants the next year should be aware of what the children learn and how they learn. Receiving teachers should spend some time in the preschool settings to observe both sending teachers and children to gain an insight into how the children are being prepared for formal schooling. Both teachers must share their understanding, point of view and must find time to discuss about what should be done next and come to terms with the curriculum. Working towards curriculum continuity is quite difficult to carry out. Yet, in Australia, a study found that teachers struggled to work on curriculum continuity on their own due to a lack of detailed knowledge of both curriculum documents (Davies, 2018, p. 435-436). The author also mentioned that policy that provides access to both curriculum provides time for exploration and reflection and encourages teachers to collaborate through professional capacity building while acknowledging the professional competence and responsibilities of both sending and receiving teachers. Curriculum continuity during the phase of transition and providing appropriate learning on entry, can be encouraged

through visits in both settings by sending and receiving teachers as they observe the practices (Fabian, 2013).

Curriculum has been defined by several authors. Dewey (1902) defined curriculum as a continuous reconstruction, moving from the child's present experience out into that represented by the organised bodies of truth that we call studies… the various studies…. are themselves experience (p. 11-12). Curriculum has been explained as students interacting with instructional content, materials, resources in a planned way, and the ways to evaluate the achievement of the objectives of lessons set (Indiana Department of Education, 2010). Curriculum can also be prescriptive, descriptive or both. Prescriptive curriculum means what "ought" to happen, and which deliberately turns into a plan, a program which is intended or a sort of an expert opinion about what should happen during the study (Ellis, 2004, p. 4). Descriptive curriculum refers to how things are in the real classrooms, or experience. While Caswell & Campbell (1935) defined descriptive curriculum the experiences children have under the teachers' guidance, lately, Silva (2009) explained it in terms of what students can do with knowledge acquired rather than what unit of knowledge they have. This is the essence of the 21st century skills. These definitions provide evidence of why the curriculum is to be given due consideration in preparing children for transition, not just from preschool to primary school but at any phase of educational transition.

As the findings of the study showed, receiving teachers are bounded by a prescriptive curriculum while preschools have a more descriptive one. The difference in the curriculum can be said to influence the practices of teachers in both settings. Therefore, to smooth the transition of young children from preschools to primary schools, sending and receiving teachers need to understand how to modify their practices in the classroom. Although sending teachers prepare preschoolers for primary schools, they are eventually unsure of how to prepare the children better. Activities are designed and implemented for each area of learning for different themes as planned at the beginning of the year. Through these designed activities, sending teachers cater for the overall development of children. The fact that most preschools in the island of Mauritius are poorly resourced, teachers must prepare their own teaching aids and, since most sending teachers are not highly qualified Early Childhood Education professionals, this give rise to questions such as:

- Are the objectives of the planned activities being met?

Although preschool teachers designed and implement activities as per a planning, the question remains whether the objectives set for each activity are met. Preschool teachers in both settings shall investigate whether those objectives are met. There is a need to ensure that each child undergoing the transition phase successfully achieve the objectives of the activities.

- Is there any form of benchmarking that can assess the efficiency of preschool education?

At present, there is no benchmark to assess the efficiency of preschool education. This can be established when sending teachers and receiving teachers indulge in curriculum and pedagogical continuity discussion, in the prior-to-school entry as proposed by this study.

- Are the sending teachers qualified enough to understand the curriculum and pedagogy of primary schools?

As discussed in Chapter 2, the qualification of preschool teachers was once a subject of debate which led the Government of Mauritius to have the Mauritius Institute of Education to engage in the professionalisation of early childhood sector through its training programmes for all stakeholders. Qualifications and ongoing support are intrinsic to the quality of early years provision, informing delivery of holistic care, education, and social development particularly when held by those leading practice (Nutbrown, 2012). Primary school teachers on the other hand are trained teachers holding a Teacher's Diploma in Primary, a teacher training programme developed at the MIE. However, the programme does not cater for knowledge of early childhood education. The training programmes do not provide any support for transition of children from preschools to primary schools. Trainees only learn about their respective settings. Thus, to enable teachers to understand the curriculum and pedagogy in both settings, training programmes should include the practices that take place in both settings. For instance, preschool teachers may learn about how to prepare children for primary schools and how to cater for school readiness, while primary school teachers should be made aware of the teaching and learning process in preschools to modify their practices to support children during their transition to the new school setting.

While the study found that both sending and receiving teachers focus on preparing children to move to the new educational setting, the question of how to prepare children has been answered

by the participants. They stated that they need to know what children need to know during the transition process. Preschool teachers may benefit from knowing what children need to know and do when they reach Grade 1 classroom. Grade 1 teachers claim that they may benefit from knowing how and what the children are taught in preschools. Receiving teacher participants stated that knowledge of teaching and learning in preschools may enable them to adapt teaching and learning process with the new entrants in the primary school classroom. In other words, Grade 1 teachers would like to prepare themselves to teach young children based on their previous knowledge and skills acquired in preschools. However, it must be pointed out that the primary school classrooms cannot mirror the preschool classroom or vice versa, but continuity may take place while the shift from one setting to another is supported through a shared understanding between both sending and receiving teachers. In some countries, the teachers in both settings have similar if not same qualifications, which makes it easy for them to understand each other and devise strategies to support children during transition from one educational setting to another (Mackenzie, 2014).

According to the findings of the study, the transfer scheme may add to support a strong school beginning, which can positively influence children and their endeavours later into adulthood (Brooker, 2008). Later demands of primary schools need to be taken into consideration as it used to be very competitive and challenging with the CPE. The early preparation of children must be for a lifetime of learning, not simply the first day of school (Whitbread & Bingham, 2012). The transition practices of teachers in both settings may contribute to the smooth transition of children moving from preschools to primary schools so as to prepare children for further learning With the recent educational reform, the NYCBE, the Primary School Achievement Certificate (PSAC) replaces the CPE, with a view to eliminate the stressful competition and assess learners holistically through a school-based assessment component using a modular approach (NYCBE, 2016). In the same document, the strategic goal of the reform states that "All learners leaving the pre-primary sector are ready for a sound primary school experience", with a target that by 2030 "All children meet primary school readiness requirements at start of Grade I" (NYCBE, 2016, p. 43). This strategic goal has been recently introduced with the new reform in Mauritius and is in line with the findings of this study. That is, teachers need to prepare children for school readiness to undergo the transition from preschools to primary schools. Evidence from research mentioned that early years must be recognised as laying the foundations required, determining how strong all future learning can be (Sylva et al., 2014; Peckham, 2017).

Hence, to enable sending and receiving teachers to modify their practices, through findings of the present study, an observation form has been developed, in view to guide receiving teachers on what to observe that provide them with necessary information to understand the practices in preschool settings. Table 6.1 in Appendix XVII shows the observation form the researcher has constructed for receiving teachers to use during observation in the preschool setting.

Each item on the form has its significance which are elaborated as follows:

Item 1: Content of the yearly plan

Planning of teachers needs to be personalised to meet the learning needs of students, as per the Australian Council for Educational Research, (ACER, 2016). As observed by the researcher, preschools prepare a yearly plan that guides the teaching and learning process. It is basically sets of themes that are scattered over the three trimesters. Through these themes, preschool teachers prepare medium-term plans that in turn include a series of activities to be designed and implemented for each trimester. The content of the yearly plan may be helpful to receiving teachers as it will inform about what is being taught and the knowledge that children are acquiring. For instance, "All about me" is a theme that appears in the Manual of Activities (2013). Receiving teachers will understand that preschool leavers have learnt about themselves. Since in preschools teachers use worksheets, activities and play to teach, the themes present in the yearly plan will provide an insight on the knowledge that children acquired in the setting through the themes. The consequential transition theory does not mention about being aware of how experiences are gained. It only mentions about the experiences that the learner takes along during and for the transfer. The content of the yearly plan may enable receiving teachers understand how sending teachers prepare children to acquire the knowledge, skills, and competencies to move to primary school.

Item 2: Teaching strategies used by sending teacher

Teaching in preschools as observed by the researcher is mostly through play, interactions, and interactions. Preschool leavers learn through concepts which are taught by various teaching

strategies which are considered informal. The teaching strategies that are mostly used in preschools in Mauritius are role-play, circle time, storytelling, free drawing, and games. Preschool teachers use various informal teaching strategies to arouse the interests of learners in the classroom. Receiving teachers need to understand how the informal teaching strategies are being used before implementing their own strategies. Teaching strategies have been a debate for a long time, and it has been agreed that they contribute to achievement of children and enable teachers to sustain the achievement (Klein & Knitzer, 2006). Through responses of the teacher participants, the researcher recorded that receiving teachers may adopt certain teaching strategies used in preschools to help children feel comfortable in the new setting.

Item 3: Designed activities and their implementation

Using the medium-term plans, short terms plans are designed and consist of a series of activities that can be carried out depending on the needs of the learners in the classroom. "When teachers teach with a full awareness of what they are doing, better learning is the result" (Heidemann et al., 2019, p. 2). The designed activities are drafted on an activity sheet which is like lesson plans. They act as a guide to the implementation of the activity. Preschool teachers introduce the activity by gaining the attention of children and arousing their curiosity with materials displayed or conversation starter on the activity they are about to do. The teaching is informal, yet children learn the concepts easily. Receiving teachers may use the same techniques initially to help the new learners recall information they have stored during preschool years.

Item 4: Teacher – Child relationship

Relationships play a major role in the transition experience as children navigate new relationships and identities (Fincham et al., 2015). As observed by the researcher, teacher-child relationship differs in both settings. Preschool classrooms are more socially oriented while primary school classroom the relationship revolves around classroom rules and teaching context (Kallberg, 2018; Kerimoğlu, 2014). It is therefore essential for receiving teachers to observe how children communicate and the interaction with the preschool teachers so they can devise ways to build relationship with the new entrants in primary schools. Evidence from previous studies on the smooth transition of children to primary schools suggest the

contribution of communication and relationship between teachers and children, including parents (Sakellariou & Sivropoulou, 2010; Besi & Sakellariou, 2019). Other studies on school readiness have found that positive relationship building in early years is related to long-term adjustment and early academic achievement (Blair & Raver, 2014).

Item 5: Breaks and lunch

Breaks and lunch form part of routine at school. There is no evidence of research on the importance of breaks and lunch time in preschools. However, for the transfer scheme, the researcher considered observing breaks and lunch time in preschools as crucial. Following the observation carried out in the field, the researcher noted that children line-up to wash hands and get help from adults in the preschool classrooms during breaks and lunchtime. The receiving teacher participants of the present study stressed out that 'the children always need help. Either to open a bottle, or their lunch box. They even ask me to accompany them to the toilet. But I can't. This is not my job. The children have to be independent to come to primary school'. While observing breaks and lunch time, receiving teachers may learn about how much help children get from adults in the preschool settings. In my opinion, if receiving teachers observe that adults help preschool leavers in the preschools, they can discuss how to promote self-independence in children at the preschool level before they reach primary schools.

Item 6: Seating arrangement

Four decades ago, Robert Sommer, an environmental psychologist mentioned that the educational philosophy of a teacher can be noticed in the way the latter design the layout of the classroom and there is no ideal layout for all activities (Sommer, 1977). Two decades later, a research suggested that semicircle seating arrangement increases participation of student (Marx, Fuhrer, & Hartig, 1999). After this suggestion was further studied, it was found that student learning can be benefitted from active participation of students (Fernandes, Huang, & Rinaldo, 2011). Seating arrangements in preschools is made according to developmentally appropriate practices, through age-appropriateness. Children are seated in small groups in

circle or square, depending on the tables available, as per their age group. The tables are placed in such a way that the preschool teachers and carers can move around freely to supervise the work of children. In some preschools, one classroom accommodates a small group of around 10 children and the space available around is big. While in other schools, there may be around 25 children in one classroom, seated in group of five, reducing the space available to walk freely. When the preschool teachers conduct activities, they sit at the table assigned to the group and implement activities accordingly. For each age group, the teacher pays attention to the level of difficulty and individual appropriateness. For each activity conducted in preschools, the children are supervised. Based on the seating arrangement, the preschool teachers either sits with children around them if there is a U-shaped table, or they walk around when the children are seated in other ways. In primary schools, new entrants are usually seated in pairs in auto-bus arrangement. In some schools, they are seated in circles. Seating arrangements enable children to build relationship with their peers. Usually, teachers in primary schools decide who sits where and gradually it has been observed by the researcher that they tend to change the seats of children to reduce interaction and disturbance in class. There is evidence of that classroom layout is important for the social development of children as well as their academic achievement (Gremmen et al., 2016). The authors also noted that teacher trainings do not cater for seating arrangement under classroom management. On this account, receiving teachers may decide themselves on how to plan their classroom layout prior to the entrance of children in primary schools.

Item 7: Free play

Research undertaken internationally advocated interactive, play-based learning as the most appropriate for children in both preschools and primary schools (Bertram & Pascale, 2002; Diamond et al., 2007; Zigler et al., 2004; 2009; Hirsh-Pasek et al., 2009; Lundgren, 2009; Perry et al., 2012; Rose & Rogers, 2012; Baker, 2014; Pyle & Bigelow, 2015). There is evidence that a shift towards play-based approach in primary schools may help in the transition process from preschools to formal schools. Free play is very common in preschool settings and it enables children to do things they like. As observed by the researcher during data collection process, Grade I teachers use non-play teaching only in the first week of school entry. Receiving teacher

participants emphasised that they try to be as informal as they can to make children feel comfortable in their new classroom. However, they also admitted that they use certain play strategies randomly and uncertainly, as they assume these are how children learn in preschools. The play activities in primary school classrooms are adult-led and not child-initiated. Hence, children have to play as per the instructions of the teacher. During free play, children learn indirectly on their own, through their own experiences. For Dewey there is an agreement between free play and formal teaching. He also stated that children should engage in play activities which are more realistic, in practice at home, as the curriculum of Montessori works (Cooper et al., 2010). Sending teachers allow children for free play in the different learning corners in the classroom. They join in the activities and question the children as informally as all other activities that are carried out in the preschool setting. According to Dewey (1963), teachers must plan their day in such as way that it includes flexibility that provides children time for free play and the planning must be strict enough to direct towards continuous development of power (p.25). Through observation of free play activities, receiving teachers may understand how to make new entrants in primary school settings feel comfortable. Observation has allowed the researcher to conclude the importance of free play in the preschool settings and how receiving teachers can use free play to acquaint themselves with children as they observe their behaviour, help them socialise with peers, know about their likes and dislikes and they manage situations independently. Studies examining teacher-child conversations and interactions during free play and book reading showed that children acquired language production and comprehension through conversations during free play time (Dickinson, 2011; Dickinson & Tabors, 2001).

Item 8: Language development skills

As outlined in the literature review of the present study, the Mauritian child is acquainted to several languages at home and at school. "Language is inseparable from schooling. It is not only one of the types of skills necessary for socio-professional integration that only the school can develop (reading and writing to limit ourselves to generic skills) but also it instrumentalises the major operations which mark the whole of school life. : social integration of children in an environment whose values are different from those of the family environment, development of intelligence, structuring of skills and know-how targeted by the curriculum, expression of acquired knowledge, etc." (Tirvassen, 2015, p.2).

« Le langage est indissociable de la scolarisation. Il constitue non seulement un des types de compétences nécessaires à l'intégration socioprofessionnelle que seule l'école peut developer (lire et écrire pour nous limiter à des compétences génériques) mais aussi il instrumentalise les opérations majeures qui marquent l'ensemble de la vie scolaire : intégration sociale des enfants dans un milieu dont les valeurs sont différentes de celles de l'environnement familial, développement de l'intelligence, structuration des compétences et des savoir-faire ciblés par le *curriculum*, expression des connaissances acquises, etc » (Tirvassen, 2015, p. 12). The extract which explains how language is associated with schooling, also points out that it constitutes of not only pre-reading and pre-writing skills but also socialisation of children in an out-of-home context, and the necessary skills and competencies that children should acquire based on the curriculum, prior knowledge acquired and so on.

As a matter of fact, the researcher observed that children in preschools read sight words and single words rather than texts. Children can spell words and it has been observed that they by-heart stories. In primary school classrooms, the teachers expect children to read texts or instructions in booklet. The receiving teachers reported that they are shocked that children do not know how to read simple instructions or even the books they need to use. For instance, one participant said that children recognise books by their colours instead of what is written on them. They also write through tracing and copying. There are children who even look at the alphabet chart to reproduce letters of words they must write, even for their names. In primary schools on the contrary, teachers expect children to write their names on their own. As per the findings of the present study reveal, receiving teachers expect children to know how to write, read, and express themselves, while sending teachers foster pre-writing and pre-reading skills.

As seen during observation, when the preschool teachers read stories, children recite the text of the story being read. The children have no clue of specific words that they say. This is enough evidence to show that in preschools, children do not learn how to read texts. It is also essential for receiving teachers to observe the language used as medium of instruction in preschools. They may later discuss with sending teachers about medium of instruction.

Item 9: Communication skills – verbal and non-verbal

Receiving teachers need to know how sending teachers foster the language development of children in the preschool settings. Observing the various ways preschool teachers implement activities for children to acquire language skills, receiving teachers may understand better what awaits their communication with the new entrants when they join the primary school classroom. However, children need to know how to express themselves clearly. Through the Communication Language and Literacy (CLL) area of learning, these objectives are met through activities that focus on language development.

Language and communication skills are considered as being fundamental to successful transitions (Hansen 2010a, 2010b; Jensen, Hansen and Brostrom, 2013; Tirvassen, 2015). Through communication skills, interaction takes place and thus, the language that preschool teachers use to interact with children in the preschool classroom may also differ from the language use to teach children. Subsequently, this statement is in line with the conclusion of Tirvassen (2015), who wrote:

"Moreover, it is through communication that the transition from the family environment to the school environment takes place: languages therefore fulfil another crucial function in school. If the choice of languages of instruction was made solely on the basis of the language's capacity to perform these functions, the reliability of the decision-making process would never have been questioned." (p. 62)

« Par ailleurs, c'est par le biais de la communication que s'effectue la transition du milieu familial à l'environnement scolaire : les langues remplissent donc une autre fonction cruciale à l'école. Si le choix des langues d'enseignement se faisait uniquement en fonction de la capacité des langues à assumer ces fonctions, la fiabilité du processus décisionnel n'aurait jamais été questionnée. » (p. 62).

In the field, the researcher found that preschool teachers encourage children to talk even though they use short simple sentences. Not all children talk properly even though they talk a lot. In the primary school classrooms, some children tend to talk a lot and others are shy to talk. In preschools, during data collection, the researcher found that teachers try to make children talk and communicate with adults and peers, and they try to encourage conversations. However,

they do not look into the quality of conversation that takes place. Thus, during observation in the preschool settings, receiving teachers must pay particular attention to how sending teachers foster the language development of children, how communication and interaction with peers and adults take place. Sending teachers practices of fostering language development will enable receiving teachers to understand how to promote interaction with the new learners in primary school classrooms. Receiving teachers may use their observation to plan the type of conversation they can have with children, in terms of length and quality.

Item 10: Physical skills development (Fine motor & Gross motor)

Studies on school readiness showed that the healthy functioning of the sensory organs are the basic features of physical readiness. Small and large muscle development, eye-hand coordination, being relatively the same height and weight as peers, and the ability to talk, count as physical readiness. Children should be physically ready to perform developmentally appropriate tasks based on age-appropriateness (Aslan & Çikar, 2019), as physically developed children are considered to be able to learn how to read and write (İnanç, Bilgin, & Atıcı, 2005; Mercan-Uzun, 2015). However, it was pointed out that although five-year-olds can acquire fine motor skills development through handwork, painting and drawing, they still have difficulties in copying the drawing and writing what is put in front of them. Comparatively, six-year-old children show more serious development in these issues (Kasten, 2017). Preschool teachers conduct many activities under the area of learning Health and Physical Development (HPD) to enable children to develop their fine and gross motor skills.

As observed by the researcher and reported by receiving teacher participants in this study, the new entrants very often are unable to open their water bottle, their lunch box, and therefore seek help from the teacher. Some children still rely on help of the class teacher as there are no other adult as in preschools. Receiving teachers do not appreciate that children ask for help as they are used to do so. Therefore, when receiving teachers observe the physical development of children in the preschool settings, they may discuss with the preschool teachers about what they expect children need to do in the formal schools. Hence the need for receiving teachers to observe how preschool teachers work on the physical development of children to help the

children through similar activities when they join the formal setting. Since receiving teachers expect children to be able to be totally independent, they will have an idea of how the preschool teachers prepare children to acquire physical skills and discuss about same during the meeting prior to the beginning of the new school year.

Item 11: Socio-emotional development skills

Earlier studies have shown that socio-emotional skills are equally needed along with intellectual and motivational skills to be ready for school and to behave appropriately (Gormley & Phillips, 2011). The first five years in a child's life is crucial for their socio-emotional development, and it also contributes to their cognitive development (Cooper et al., 2009). Children are expected to regulate their feelings, understand the feelings of others and get along with others. Both teachers need to pay special attention to the socio-emotional development of children as it contributes to good adaptation that children need to begin school (Phatudi & Margetts, 2011). The authors concluded that Grade I teachers need to provide social and emotional support to all new entrants for optimal learning to take place (p. 73). To promote socio-emotional development of new entrants in primary school classrooms, receiving teachers need to know how sending teachers foster the socio-emotional skills in children. Thereupon, this knowledge can support receiving teachers in preparing for the development of socio-emotional skills in primary schools. Thus, learning can take place effectively in the new setting.

Studies on school readiness in early years brought up questions such as whether emotionally positive children socialise easily, help them adjust in the long run and early academic achievement. In preschools, most children make friends with their peers, associate themselves with those with whom they share common attributes and other similarities (Eivers et al., 2012). Positively pre-disposed children can learn more or may like to learn when they interact with their peers. Hence, receiving teachers may learn how to foster the social and emotional development of children to help them build their personality and to adjust to the new setting during the process of transition.

Item 12: Mathematical skills

Math helps children develop problem-solving skills and to think critically (National Research Council, 2001; Institute of Medicine & National Research Council, 2015). These two dimensions of thinking skills are fundamental for success in school and in life. However, it has been noted that some children do not acquire the required level of mathematics skills to succeed (Mullis et al., 2016), and those children who join formal schools with limited mathematical skills are more likely to lag in later grades (Watts et al., 2014; Duncan et al., 2011; Siegler et al., 2012). Receiving teachers teach math through books while sending teachers use activities. Since mathematical skills are considered a predictor of later success in reading and math (Schoenfeld et al., 2011; Clements et al., 2014; Duncan et al., 2011). During observation, receiving teachers will be able to understand how children acquire basic mathematical skills and build on that knowledge to teach further mathematics in the primary school classrooms.

Item 13: Reading skills development & Item 14: Writing skills development

For both Item 13 and Item 14, the development of reading and writing skills is seen through language and physical development. Evidence from study on readiness mentioned that one of the roles of preschools in readiness is to provide a foundation for reading, writing and computation (Hatcher et al., 2012). Receiving teacher participants pointed out that children should be able to read and write when they reach primary schools. They expect children to have acquired those reading and writing skills before they join primary schools. Since the participants have mentioned about their expectations on reading and writing skills, through this form, they may observe how children are taught to read and write. Consequently, they can discuss their views with sending teachers. Simultaneously, receiving teachers may develop an understanding of how they can plan and manage their activities and lessons with the new entrants, and form another opinion of the reading and writing skills development of young learners.

Item 15: Personal development

When the personal development of children is fostered, children gain more confidence, show more independence, and become responsible citizen. They will also be able to become good decision makers and make right and responsible choices in their lives (CCEA, n.d.). It involves coping with everyday challenges and in and outside of the classroom adjustment, through knowledge, attitudes, skills, relationships, thought processes, management of emotions, values along with other life skills that can help them. The personal development of children is influenced by family and community. Receiving teachers need to understand the ways preschool teachers enable children to understand themselves, to become self-confident and know their own self. Receiving teachers may build on the ways sending teachers support children in acquiring the essential qualities to adapt in the new school setting. Activities that can promote personal development include sticking to routines, transition between activities and those carried out in the afternoon (European Commission, 2019)

6.3.1 Observation in primary schools

The transfer scheme developed by the researcher also recommends observation in primary schools by sending teachers. Research on transition to school in early years and school readiness put forth the collaboration of teachers from both settings (Einnarsdóttir, 2014). The researcher believes that if both receiving and sending teachers observe each other in their respective settings, they will learn about the practices of teachers in both settings and how teaching and learning take place. The sending teacher participants of the study mentioned about the unawareness of what takes place in the primary school classrooms. They also stated that they prepare children based on what they believe children need to know. Observation carried out by the researcher brought forward the fact that sending teachers in Mauritius are unaware of what to teach children exactly. They carry out activities as planned at the beginning of the year, using an integrated approach and different teaching strategies which are developmentally appropriate for preschoolers for each area of learning in the NCFPP. Sending teacher participants also informed that they know children will learn through subjects in primary schools, and as a result, they design and implement activities so children can acquire the basic knowledge and skills to learn further through the subjects. While receiving teacher participants

consider self-independence, communication skills, and other life skills as essential for children to adapt and adjust in primary school classrooms, sending teachers are more worried about preparing children academically, as they showed confidence when they say children have acquired independent skills right from preschools. Following the findings, it is suggested that sending teachers need to observe the primary school classroom at the beginning of the year to prepare children during the school year for entry in primary school the next year. The suggestion is in line with evidence from a previous study on head start and school readiness which viewed coaching as a form of in-service training (Son et al., 2013). Previous studies revealed that coaching enables teachers acquire more knowledge and skills to put into practice in their own ways, in their own classroom to teach accordingly and appropriately, taking into account the different learning styles, thereby leading to better classroom practices and professional development (Jacobs, 2001). Later research posits that coaching occurs through observation, feedback, demonstration, and self-reflection, thereby showing that such opportunities of carrying our observation, providing feedback, demonstrate for the teachers and parents would eventually equip teachers with strategies and resources to enable children to learn (Dickinson & Caswell, 2007; Howes et al., 2003; Wasik et al., 2006, Son et al., 2013). The observation form that the researcher has constructed for sending teachers will help them learn about the practices at the receiving end to better prepare children for the transition process (Please see Appendix XVII for Table 6.2). The items on the observation list will enable preschool teachers to prepare pre-schoolers better, so as to face the challenges of transition to new educational settings.

Item 1: Morning routine

As observed, the researcher found a difference in the morning routine in primary schools. In preschools, the teacher welcome children at the door and greet both parents and their children. In primary schools, parents drop children at the door irrespective if the class teacher is there or not. In preschools, when children reach their classrooms, they start doing any activity of their choice, whereas in primary schools, children have time to socialise with their peers, walk around the classroom. But there are no toys available as in preschools. When the ring bells, children queue up and follow the class teacher to the yard where the headmaster does the assembly. In preschools, there is only a class prayer done in class. Due to these differences,

sending teachers need to know about the morning routine in primary schools so as to prepare young learners to be ready for this change.

Observing morning routine will enable sending teachers to prepare children to follow rules and teach them to obey and abide by those rules. They can have children practice being in a line, walking in a line and to behave during the first 15 minutes of the day. Very often in preschools the morning routine starts with an outdoor HPD activity or any other area of learning.

Item 2: Warm-up activities

Warm-up activities are meant to attract the attention of students, to have them focus both individually and as a group on any activities that are meant to be done immediately after (Allwright, 1984). Some authors explained warm-up activities as a motivating starting point, or as an activity that identifies the knowledge students have about a topic. For better learning to take place, the curiosity and attention of students need to be aroused and they need to be engaged. Findings of a study on warm-up activities mentioned that warm-up activities is an attention injector that ease the involvement of students in the class, for example, when they share answers, try to participate, pay attention, active participation in lessons, volunteer, do all exercises such as drawing and writing (Velandia, 2008). Warm-up helps children feel relaxed and sets the mood for learning (Rushidi, 2013, p.130). Sending teachers may consider to use warm-up activities in the last trimester of school year to encourage children to obey rules of the class and activity, thereby preparing them to follow rules and obey teachers and class rules. Additionally, warm-up activities not only ease mutual understanding as students welcome its outcomes positively, leading to enthusiasm, but also the warm-up activities are used as a pedagogical tool (Savaş, 2016).

Item 3: Subjects and contents

In primary schools, children learn through subjects. They have a book specifically for each subject. Sending teachers need to be aware of the content of each book so they can prepare children to be introduced to something familiar. In a study of teaching science at preschool and

primary school levels, it was observed that teachers at both levels need to have content knowledge and pedagogical content knowledge of the subject (Walan & Chand-Rundgren, 2014, p. 63). The authors also mentioned the work of Morgan (2012) which emphasises that discussion between the two teachers will make them self-confident about teaching the subject. During observation, sending teachers may note down what they need to teach for each subject and also learn the content so as to prepare children for transition to primary school.

Item 4: Teaching approaches and strategies

Teaching in primary school is formal and subject-based, unlike in preschools where it is play-based. As previous studies on transition have put it, the holistic approach to teaching and learning in preschool setting gets transformed from play-based pedagogy to subject-based formal teaching and learning (Siraj-Blatchford et al,. 2002; Walsh et al., 2008; Walsh et al., 2010; Karila et al., 2014). Among the main differences lies the child-initiated activities to teacher-led tasks. In primary schools learning is structured, the lesson plans are prepared, which explains teacher-led tasks where children have very little influence on what they can do and when to do any assigned work (Griebel & Nielsen, 2002). While observing the teaching approaches and strategies that receiving teachers use in the primary school classrooms, sending teachers may try to adopt some of the strategies in the last trimester of the school year so children get acquainted to them.

Item 5: Expectations of receiving teachers

The findings of this study have shown that receiving teachers complained that children lack knowledge and skills to be in primary schools. It implies that the preparedness of the new learners is not meeting the expectations of the primary school teachers. It has been mentioned that the expectations of primary school teacher lie in the demands of school readiness which are related to the abilities of children to engage in tasks familiar to the primary classroom, social skills to interact with others appropriately and respond to the demands of adults (Peckham, 2017). In other words, the expectations of receiving teachers are based on children's

healthy development related to physical, social, and cognitive abilities. Consequently, in order to achieve these desired outcomes, the methods, practices, and roles of both group of teachers need to be looked into. Observing the practice of receiving teachers, noting down their expectations will enable sending teachers to look into their own practices as they work towards getting children ready for primary schools.

Item 6: What children do independently

Independence refers to children knowing when they can and should do things by themselves, seek help and be self-reliant (Moss et al., 2017). Receiving teacher participants in the present study complained about children being dependent in several areas. It has already been mentioned that children are expected to be independent and self-regulated, follow instructions and obey, and driven to learn (Church, 2020). Sending teacher participants on the other hand, are confident about preparing children to be autonomous. However, children face challenges in the different school settings, they are required to make decisions and to do things on their own. That is why self-regulation of children is considered important for behavioural engagement as children need to manage their behaviour and regulate their attention so they can behave appropriately during activities (Eisenberg et al., 2010). Observing the practices of receiving teachers, sending teachers may better understand how to improve the ways they foster independent skills in children since both teachers are aware that children should be able to monitor their own behaviour and decisions, to be self-sufficient. As a study concluded, autonomy-building competency must be embedded in practices of teachers (Peckham, 2017).

Item 7: Socialisation of children

Findings from previous studies recognised the various new challenges children encounter when they enter school or when transitioning to the next level, such as, building positive relationships in the new school setting and attempting cognitive, social, and academic tasks. Teachers act as social agents and are able to influence the socio-emotional and intellectual experiences of children while creating a classroom setting that can encourage student motivation and learning (Koca, 2016). Observing the socialisation process that children go through at the time they enter primary schools may enable preschool teachers to foster socio-emotional development of

children that will allow them to cope in the new school. The researcher observed that receiving teachers give opportunity to each new entrant to communicate and interact. However, they do not have enough time to provide support to those children who are shy and timid. Consequently, the quality of the interaction influences children's adaptation to school and the motivation to learn. As other studies confirmed, a warm classroom environment and positive relationship with teacher and peers determine socio-emotional development, academic skills and competence (Davis, 2006; Pianta, 1999).

Item 8: Interaction between teacher and children

In school transition, a positive relationship with the teacher helps children cope with new situations both academic and social (Hughes & Kwok, 2006). Higher academic and social competence result from positive teacher-child relationship (Birch & Ladd, 1997; Buyse et al., 2009; Hughes & Kwok, 2006; Hamre & Pianta, 2001). Accordingly, children need to know how to interact and sending teachers have more say as they are the ones who prepare children to learn to interact with others in the preschool settings (Hamre & Pianta, 2001; Pianta & Walsh, 1996). Since the demand of interacting pwith new adult is considered challenging, while observing the interaction between receiving teachers and children, sending teachers may come to understand how they can modify their teaching and learning, thereby fostering communication skills in children. Teacher-student relationship influence the engagement of students and motivate them to learn (Henry & Thorsen, 2018).

Item 9: Class routine and Item 10: End of the day routine

'Routine' has been defined as "well-defined repetitive patterns characteristic of a given discourse" (Sfard, 2008, p.128). It implies that the daily routine of a child may undergo a drastic change once they start formal schooling (Brooker, 2008; Peckham, 2017), as they are bound to face new discourses. Research has found that when children adopt routine practices it has a positive impact as it helps in supporting their learning and development (Cartmell, 2017). In line with the findings of the author, when sending teachers will observe the routines in primary school classroom, they may develop an understanding to prepare children to comply with authority, rules, timekeeping, and routines. This will provide a sense of belonging to the school

and prepare children for the world of work later. During observation, sending teachers will see how receiving teachers start and end a lesson, the transition from one subject to another, and breaks and recess routines. They will also learn about what receiving teachers do to close the day and send children back home.

Based on findings from previous studies, inter-setting communication addresses information exchange between preschool and primary school, or both the school settings work together to ensure continuity between them, and relationships among adults from both settings are crucial for a smooth transition from preschools to primary schools (Hopps, 2014; Dunlop, 2013). Besides, knowledge about preschool experiences may enable receiving teachers to ease the transitions of children to primary school (Peters, 2002). The present study considers that sending teachers equally need to know the practices in primary schools to prepare children adequately for the transition to formal school. The observation forms may support teachers from both settings to observe the practices of each other, to learn how to smooth the transition from preschools to primary schools.

Based on the consequential transition theory, the observation forms may enable teachers in both settings to adequately prepare children for the transition from preschools to primary schools, paying particular attention the factors that contribute to the acquisition of those knowledge, skills and competencies required for transition phase.

6.4   Implications of the study

The key contributions and novelty of this research are explicated to answer the education problem under the practical implications and cover the theoretical research gap under academic implications as follows:

6.4.1   Academic implications

The theory of consequential transition looks into the move from the learning context to the application in the work context (Chao, 2015). The transitions from learning context to pre-service teacher and finally becoming a teacher are consequential as the personality of the individual go through changes individually, socially and academically (Newell et al., 2009). Preschool teachers should themselves be well prepared to prepare children for their transition from an informal learning environment to a formal environment, while primary school teachers should in turn be prepared to help these children as they move into the new learning context (OECD, 2006). Teachers need to adjust to the shifts between the different activities and settings in the lateral and collateral transitions while in encompassing and mediational transitions, teaching can lead to reversals in the conceptions of teacher development (Newell et al., 2009).

6.4.1.1 Theoretical contribution

Teaching in various settings and at all levels, such as upper primary, secondary or vocational, are different, when compared to teaching in preschools and lower primary level. In view of the above, OECD (2006) and Newell et al. (2009), teaching is done after the teacher has acquired a specific knowledge and skills to teach. For instance, in the teaching of English language, the teacher has studied the subject, that is, English Language and teach the subject. Sending teachers teach children in many areas to prepare them to learn more in primary schools.

In consequential transition, the teachers are trained to teach one specific subject or vocation. Thus, this research adds some other factors that can also inform the practices of teachers during the transition from preschools to primary schools. These factors are as follows:

1. Language use for teaching: Children speak and understand languages they are most acquainted with. Although the official language of Mauritius is English, the mother tongue remains Kreol Morisien and French language is widely spoken in the Mauritian households. Therefore, the medium of instruction needs attention when

teaching in preschools and lower primary schools. Receiving teachers more specifically should be able to communicate with children in a language that they understand and come to terms with the language to be used as medium of instruction. The problem remains complex because all children do not attain the same level of language readiness at the same time. Hence, there need to be a mechanism that can provide adequate and appropriate tools to monitor the development of language readiness in children.

2. The National Curriculum Framework: The NCF for both preschool and primary school informs teachers about what children need to know. However, the documents do not mention how to teach children what they need to know. Sending and receiving teachers do not study to teach one subject. They are trained to teach through areas of learning, which are related to the developmental aspect of children. If the NCF Pre-Primary provides more guidelines about what to teach and how to teach, examples of activities to follow, and the performance indicators and descriptors are set out age and developmental appropriately, the document will prove beneficial to all sending teachers. The NCF will therefore support sending teachers in modifying their transition practices for school readiness of children. The NCF Primary for Grade I should be communicated to sending teachers to enable them to understand the demands of primary schools. The National Curriculum Framework for both levels of education will enable teachers to adopt the right practices to prepare children for the next level, taking into consideration of the different contributes of school readiness.

6.4.2   Socio-economic implications

The transfer scheme which this study has designed can be used to understand the new entrants in primary schools. The details of the child when shared with receiving teachers would help increase the adaptability of the child and lead to more chances of helping them in their development. Simultaneously, this will enable children to learn better in their childhood days and provide chances for the child to grow into better citizen. Once sending and receiving teachers implement such practices, it will allow children to learn better, hence reducing the rate

of school drop-out in the future. The experiences of children undergoing transition to primary school impact on future performance in school and coming success and failure. Thus, if children acquires quality education since preschools, there will be more successful literate individuals which will result in an educated population. In turn, the economy of the country will be more stable with learned individuals. The good start in educating children may also avoid school dropouts.

6.4.3 Educational implications

With the new reforms in education that has taken place in Mauritius recently, children who are well prepared for transition to primary school with quality preschool education can adjust easily in the new learning environment. The study has given us a deep insight into how both sending and receiving teachers struggle with their own practices to smooth the transition of children moving from preschools to primary schools. However, the study has brought about some practices that teachers can adopt to teach young learners and thereby creating a community of learned individuals. Schools with preschools units enable teachers in both settings to collaborate for the smooth transition of children. The collaboration may help teachers discuss about pedagogical and curriculum continuity to adopt the right practices at the right time to support children during the transition phase. There is a need for both sending and receiving teachers to collaborate in different ways. Receiving teachers may try to observe practices of sending teachers in the last trimester of the year and sending teachers may try to observe receiving teachers in the beginning of the year to understand the practices of each other and thereby learn how to work with the children during the transition phase.

Within the school settings, teachers may adopt several strategies to modify their practices to support children. The quality of preschool education should be looked into in order to provide the right base for all children. Monitoring of these particular practices may raise an awareness of the demands of each setting and thereby provide the right strategies to enable teachers to smooth the transition of children from preschools to primary schools.

6.4.4 Policy implications

This study provides certain policy suggestions for the Republic of Mauritius that is considering the implementation of educational reforms in the education sector. Policy makers may use the results of this thesis as a guideline to review the transition practices of sending and receiving teachers to smoothen the transition of children moving from preschools to primary schools. They may implement the various practices through the preschool and primary school teachers as per the suggested framework.

Communication between the two school settings is essential to help both sending and receiving teachers prepare children for the demands of primary school education. The transit document will inform receiving teachers about the new entrants they will teach. Through the said document, they can prepare the first few days of work before delving into the prescribed curriculum of primary school education.

The introduction of the NYCBE has raised expectations of all stakeholders in the education sector in Mauritius. The way forward to smoothen the transition of early learners to Grade I is necessary to smoothen the transition of early learners to promote lifelong learners. One of the main features of the Core Curriculum as proposed in the NYCBE is the strong foundations for Lifelong Learning for All, where no child is left behind. It encompasses the fact that there is a need for a holistic, inclusive and seamless curriculum that can facilitate and expand learning opportunities for the success of all learners, through quality education. The primary school classrooms should be inclusive so that all learners benefit from an accessible and a relevant curriculum. The ways the content and skills are taught, the methods used to teach in the classroom, the pedagogical approaches and strategies used in the classrooms should be known to teachers in both settings. This will encourage pedagogical continuity between the preschools' and primary schools' settings.

One more practice that will ensure a smooth transition for children moving from preschools to primary schools is the school visits of preschool leavers in their respective primary schools. The visits will enable children to become familiar with the new settings. The interaction

between sending and receiving teachers will help children feel safe as they will be introduced to new adults in a new school setting. Preschool leavers should be allowed to spend a few days in the primary school they will attend. It will allow children to know about their new environment, their new classmates, the routine in primary school classrooms, the time period they will be in school and some rules and regulations of formal schools.

6.5   Recommendations for future/further research

A researcher may undertake further research on the following research areas as an extension of this study:

1. Knowledge and skills children need to know and acquire to move to primary schools can be explored to better prepare children for transition in early years.

2. School readiness of children can be investigated through primary school curriculum to prepare children for formal schooling. The transfer scheme designed in this study can be explored further to test its adaptability and effectiveness.

3. Educational reform is an ongoing process. There are ample opportunities for continuously analysing the reforms in education sector. In this line, future research may consider the determinants of reform success or failure in the Mauritius Education System, paying specific attention to transition from preschools to primary schools education.

4. Niche areas and schools where transition is being properly done can be investigated to compare with those where there are difficulties to understand how to better the transition process.

6.6   Limitations of the study

The limitations of the research undertaken for suggesting a framework for transition practices to smooth the transition of children moving from preschools to primary schools are as follows:

1. The suggested framework has been designed for Mauritius. It may not be applicable for another country or may require modifications based on the reforms in education of the country and its policy.

2. The framework has been developed with the voice of the participants and observations carried out in specific schools. More information may be gathered if more schools are under scrutiny.

3. School readiness has not been introduced in preschools. The conceptual lens to design the interview protocol for conducting interviews of Mauritian Education Sector practitioners, have been developed using the educational background, reforms in education and the NCFPP. There is a need to shed more light on school readiness of children.

6.7   Contribution of the study

The research problem objective of the study was "To formulate a framework for school readiness of children through transition practices of sending and receiving teachers." Findings of the study for the five themes are as follows:

1. Background of Mauritian education system
   - There have been major changes in the education system with the introduction of the Nine Year Continuous Basic Education. Although the official language of Mauritius is English, yet, French and Kreol Morisien are being widely used to teach. There is no possibility of using English in any school settings as children come from different backgrounds and communicate in different languages, hence French and Kreol Morisien are being used regularly. The Certificate of Primary Education has been replaced by the Primary School Achievement Certificate to eradicate stressful competition.

2. Reform in primary education policy
   - The ECCEA does not provide any support to teachers to smooth the transition of children from preschool settings to primary schools. Both groups of teacher participants of the study agreed that a Special Education Unit can help them give

feedback and support to children with special needs. The National Curriculum Framework Pre-Primary provide sending teachers of means to plan activities and to implement them. The Developmental Learner Profile is known to preschool teachers and receiving teachers are familiar with the Primary School Readiness. Receiving teachers consider the DLP to be helpful if available, while sending teachers believe that the PSR can help them prepare children for primary schools. While sending teaches provide positive opinion about the new learning environment and teachers, to reassure children about the new setting, the demands on them from the receiving teachers influence the sense of belonging they develop when they join the new setting.

3. School readiness

   - Sending teachers prepare children through play and activities, while emphasising on acquisition of independent skills, communication and basic academic knowledge. Receiving teachers believe these are the right ways to prepare children for primary schools as the young learners need to be independent in formal schools. Receiving teachers believe that children must already acquire writing skills instead of pre-writing skills and reading and numeracy skills prior to joining the primary school classrooms.

4. Teaching practices

   - There is a lot of difference in the teaching strategies used in both settings to teach young learners. Activities used to teach in preschools are fun and playful while in primary schools, although receiving teachers try to make learning fun, there are many more instructions to be followed, and children start working in a book (Primary School Readiness booklet) after which they will have another number of books for each subject. The shift is blatant, from worksheets to books. Sending teachers prepare children as per what they think the children need to go to primary schools, without any knowledge of the prescribed curriculum in primary schools. The focus of sending teachers is to prepare children with basic academic knowledge and life skills so they can adapt in primary schools. Receiving teachers believe that they do the needful to make children feel comfortable in their new classrooms, however, knowing about each child's performance in preschools will enable them to teach children better, which will in turn save time to teach basics and therefore complete the syllabus.

5. Continuity in education

- Sending teachers teach children basic skills, and knowledge through activities and particular pedagogical approaches so they can move to primary schools, adapt in the new setting and learn further. Receiving teachers use different strategies to understand the level of each child, in terms of their understanding, their skills and prior knowledge. There is a major difference in the two settings as in preschools children are used to activities while in primary schools there is a syllabus to complete using different textbooks. Both groups of participants agree that the strategies they use to teach young children are appropriate but they both mention the need to be aware of the teaching and learning that take place in each setting so as to better prepare children for the transition from informal to formal learning environment.

Consequently, the study has shown that there are transition practices of both sending and receiving teachers that can promote school readiness in children. These transition practices form part of the following:

- Quality of teaching in preschools and primary schools during the transition time.

The quality of teaching that takes place in both preschools and primary schools during the transition time is regarded as one of the basics of transition practices. Qualifications of staff and trained teachers and their communication with children in the preschool settings contribute to quality of teaching in preschools. Based on the consequential transition theory, skills and knowledge are being carried forward to primary schools where receiving teachers who already have expectations on children believe that the latter are ready for the formal setting. However, this study has shown that preparedness of children at the sending end with the contribution of receiving teachers prior to joining primary schools through the practices of teachers at both ends can foster the readiness of children as required.

- Socio-emotional development of children

The study conforms to previous research where the socio-emotional development of children as a contributor to successful transition from preschools to primary schools. Preschool teachers already prepare children through the Personal Social and Emotional Development area of learning. However, this study suggests that at receiving end, the teachers should be able to work on their socio-emotional development of children as a continuity from preschools.

- The National Curriculum frameworks for transition practices

The National Curriculum Framework Pre-Primary needs to be reviewed as to provide ways that can help teachers at both end to prepare children with regard to readiness to school. The performance indicators and descriptors need to be reviewed in line with preparation of children for primary schools. Examples of strategies to be used based on the pedagogical approaches to enable sending teachers to be transition focused. The guideline for sending teachers will also consist of non-academic skills, knowledge and competencies that children need to achieve before leaving preschools.

Primary school teachers suggested that precise information about new entrants will enable them to build on prior knowledge for further learning to take place, focusing on continuity between settings. It is also mentioned that the National Curriculum Framework Primary can include guidelines on how to achieve specific goals to help new entrants to adapt and adjust in the new setting. They mentioned about a checklist or developmental chart to provide them with a starting point to foster continuity and help towards a smooth transition to primary schools. Receiving teachers can assess children informally at the beginning of the year through activities similar in preschools to know how ready the new entrants are. Therefore, the Primary School Readiness should be designed in line with the transit document of the Developmental Learner Profile to determine the stand of the young children.

The Developmental Learner Profile should be filled with utmost accuracy by the sending teachers to help receiving teachers to understand the new entrants in the primary school classrooms. Receiving teachers need to be fully aware of the approaches used to teach children, the strategies that can be used and the evaluation process.

Ensuring visits to primary schools should be included as part of practices from the sending end through the ECCEA to familiarise children with their new school environment. In the same line, receiving teachers need to visit preschool classrooms regularly to know how teaching takes place in preschools. This will enable receiving teachers to understand how children are taught, assessed and evaluated in preschool settings. Similarly, sending teachers should be made aware of what is expected of children when they join primary schools. If preschool teachers know what children need to know prior to joining primary schools, they will prepare accordingly. Receiving teachers will then ensure that children know what they need to be in formal school based on what they shared with sending teachers. This partnership between settings will also provide quality in education at both preschool and primary school levels.

When teachers at both ends are well-informed about children and their learning to prepare them for school readiness, the continuity between the two settings can be reinforced. The communication and partnership between teachers from both settings can be highly effective. This communication is not about only discussions of strengths and weaknesses of children but how teaching and learning take place in both settings. The communication of the last trimester of the year is more important. Information of what took place during that period need to be shared accordingly with receiving teachers. Curriculum and pedagogical continuity need to be encouraged in the practices of both sending and receiving teachers.

- Transfer scheme

The transfer scheme proposed in this study, will form part of the transition practices of sending and receiving teachers to encourage them to prepare children for their school readiness. The transfer scheme proposes an observation sheet for both sending and receiving teachers during their visits in the different classrooms. The observation sheets consist of items that teachers at both ends need to consider during their visits to enable them to modify their transition practices and better prepare children for the transition from preschools to primary schools.

6.8 Conclusion

The present study has contributed to the field of transition from preschools to primary schools, addressed through school readiness of children. Teachers from both settings have contributed to the understanding of what they need to know to smooth the transition of children during the transition process. The consequential transition theory should be modified so that the requirements of both settings are known to both the facilitators. The practices teachers need to adopt contribute to the knowledge of school readiness of children for a smooth transition from preschools to primary schools.

REFERENCES

Abry, T., Latham, S., Bassok, D., & LoCasale-Crouch, J. (2015). Preschool and kindergarten teachers' beliefs about early school competencies: Misalignment matters for kindergarten adjustment. *Early Childhood Research Quarterly*, 31(2), 78-88. https://doi.org/10.1016/j.ecresq.2015.01.001.

Ackermann, D. J., & Barnett, W. S. (2005). *Prepared for kindergarten: What does 'readiness' mean?* National Institute for Early Education Research Policy Report. http://nieer.org/resources/policyreports/report5.pdf.

Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431–447. https://doi.org/10.1080/09518390902736512.

Ahtola, A., Silinskas, G., Poikonen, P. L., Kontoniemi M., Niemi, P., & Nurmi, J. E.(2011). Transition to formal schooling : do transition practices matter for academic performance ? *Early Childhood Research Quarterly*, vol 26(3), 295-302. https://doi.org/10.1016/j.ecresq.2010.12.002.

Ahtola, A., Poikonen, P. L., Kontoniemi, M. Niemi, P., & Nurmi, J. E. (2012). Successful handling of entrance to formal schooling: transition practices as a local innovation. *International Journal of Transitions in Childhood*, 5, 3-21. https://doi.org/10.1016/jecresq.2010.12.002.

Allingham, S. (2011). *Transitions in the early years: A practical guide to supporting transitions between early years settings and into key stage one.* Practical Pre-School Books, A Division of MA Education Ltd. London. www.practicalpreschoolbooks.com.

Allwright, R. (1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5(2), 156-171. https://doi.org/10.1093/applin/5.2.156.

Altun, D. (2018). A Paradigm Shift in School Readiness: A Comparison of Parents', Pre-service and In-service Preschool Teachers' Views. *International Journal of Progressive Education*, 14(2), 37-56. https://doi.org/10.29329/ijpe.2018.139.4.

Alwaely, S.A., Yousif, N.B.A., & Mikhaylov, A. (2020). Emotional development in preschoolers and socialisation. *Early Child Development and Care*, 190(6). https://doi.org/10.1080/03004430.2020.1717480.

Amankwaa, L. (2016). CREATING PROTOCOLS FOR TRUSTWORTHINESS IN QUALITATIVE RESEARCH. *Journal of cultural diversity*, 23(3), 121-127

Ang, L. (2014). Preschool or prep school? Rethinking the role of early years education. *Contemporary Issues in Early Childhood*, 15(2), 185–199. https://doi.org/10.2304/ciec.2014.15.2.185.

Ankiah-Gangadeen, A., Pyeneeandee, N., & Rughoonundhun-Chellapermal, N. (2015). *National Curriculum Framework Grades 1 to 6*. Mauritius Institute of Education. Ministry of Education and Human Resources, Tertiary Education and Scientific Research. Available online at http://online.fliphtml5.com/eisr/epvv/index.html.

Anney, V. N. (2014). Ensuring the quality of findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5, 272-281. Retrieved from http://jeteraps.scholarlinkresearch.com.

Appavoo, P. (2015). Explaining the low primary school performance in the rural district of Black River, Mauritius: A Teacher's Perspective. *Journal of Education and Research*, 4(2), 39–53. https://doi.org/10.3126/jer.v4i2.12388.

Aslan, M. & Çikar, İ. (2019). The school readiness of 60-65 months old students: A case study. *International Journal of Contemporary Educational Research*, 6(1), 86-99. https://doi.org/10.33200/ijcer.555465.

Aubrey, C. & Ward, K. (2013). Early years practitioners' views on early personal, social and emotional development, *Emotional and Behavioural Difficulties Journal*, 18(3), 435-447. https://doi.org/10.1080/13632752.2013.807541.

Aumeerally, N. (2005). The ambivalence of postcolonial Mauritius: *Policy versus practice in education: A reading of official and popular multiculturalism. International Journal of Cultural Policy*, 11(3), 307–323. https://doi.org/10.1080/10286630420000312543.

Bahr, N. & Mellor, S. (2016). *Building quality in teaching and teacher education*. Australian Education Review No. 61. Australian Council for Educational Research, Melbourne, Vic.

Baker, F.S. (2014). Teachers' views on play-based practice in Abu Dhabi kindergartens. *International Journal of Early Years Education*, 22(3). 271–286. https://doi.org/10.1080/09669760.2014.944884.

Bamgbose, A. (2004). *Language of Instruction Policy and Practice in Africa*. UNESCO. Paris. http://www.unesco.org/education/languages_2004/languageinstruction_africa.pdf.

Baptiste, E. M. (2002). *A Nation Deferred: Language, Ethnicity, and the Reproduction of Social Inequalities in Mauritian Primary Schools*. Ph.D. thesis, Dept. of Anthropology, Johns Hopkins University.

Barker, A. (1996). *Introduction: History and Historiography*. In Slavery and Antislavery in Mauritius, 1810–33. Cambridge Commonwealth Series. London: Palgrave Macmillan.

Barnett, W. S. (2011). Effectiveness of early educational intervention. *Science*, 333(6045), 975-978. https://doi.org/10.1126/science.1204534.

Beach, K. (1999). Consequential Transitions: A Sociocultural Expedition Beyond Transfer in Education. *American Educational Research Association*, Vol. 24, pp. 101-139. Retrieved from http://www.jstor.org/stable/1167268.

Beach, K. (2003). Consequential Transitions: A developmental view of knowledge propagation through social organisations: In T. Tuomi-Gröhn & Y. Engeström (Eds.), *Advances in learning and instruction series: Between school and work: New perspectives on transfer and boundary crossing*. Amsterdam: Pergamon, pp 39-62.

Belsky, J., Vandell, D.L., Burchinal, M., Clarke-Stewart, K.A., McCartney, K., & Owen, M.T. (2007). Are there long-term effects of early child care? *Child Development,* 78(2), 681-701. https://doi.org/10.1111/j.1467-8624.2007.01021.x.

Bennett, J. (2000). *Early childhood care and development program in Mauritius*. Retrieved from https://www.unicef.org/evaldatabase/files/MTS_00-005.pdf.

Berger, M. (2005). Vygotsky's theory of concept formation and mathematics education. In Chick, H. L. & Vincent, J. L. (Eds.), *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education*, Vol. 2, (pp. 153-160), Melbourne: PME.

Bertram, T., and Pascal, C. (2002). *Early Years Education: An International Perspective.* London: Qualification and Curriculum Authority. https://edudoc.educa.ch/static/xd/2003/60.pdf.

Besi M., & Sakellariou, M. (2019). Factors associated with the successful transition to primary school. *European Journal of Education Studies*, 5(10). https://doi.org/10.5281/zenodo.2555431.

Bhowon, R. A. (1990). *Elite behaviour in educational policy-making in Mauritius*. Ph.D. University of Tasmania. Australia.

Bhowon, R., & Chinapah, V. (1993). *Reform of Basic Education in Mauritius: The process of information gathering, consultation and decision making*. In D. Chapman & L. Mählck (Eds), *From Data to Action: Information system in Education*. Pergamon Press/UNESCO Oxford.

Bierman, K. L., Nix, R. L., Domitrovich, C. E., Welsh, J. A., & Gest, S. D. (2014). *The Head Start REDI project and school readiness*. In A. J. Reynolds, A. J. Rolnick & J. A. Temple (Eds.), *Health and education in early childhood: Predicators, interventions, and policies* (pp. 208-234). Cambridge, UK: Cambridge University Press. https://doi.org/10.1017/CBO9781139814805.012.

Bingham, S. & Whitebread, D. (2012). *School Readiness: A critical review of perspectives and evidence*. Training Advancement and Cooperation in Teaching Young Children (Association for the Professional Development of Early Years Educators).

Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35, 61–79. http://dx.doi.org/10.1016/S0022-4405(96)00029-5

Blair, C. C., & Raver, C. (2012). Child development in the context of adversity: Experiential canalization of brain and behaviour. *American Psychologist*, 67(4), 309–318. https://doi.org/10.1037/a0027493.

Blair, C., & Raver, C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual review of psychology*, 66, 711-731. https://doi.org/10.1146/annurev-psych-010814-015221.

- Bossaert, G., Doumen, S., Buyse, E., & Verschueren, K. (2011). Predicting children's academic achievement after the transition to first grade: A two-year longitudinal study. *Journal of Applied Developmental Psychology*, 32, 47-57. https://doi.org/10.1016/j.appdev.2010.12.002.

Bourdieu, P., In Thompson, J. B., Raymond G. & Bourdieu, P. (1991). *Language and symbolic power.*

Boyle, T., & Petriwskyj, A. (2014). Transitions to school: reframing professional relationships. *Early Years*, 34(4), 392-404. https://doi.org/10.1080/09575146.2014.953042.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(12), 77-101. https://doi.org/10.1191/1478088706qp063oa.

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. USA, The President and Fellows of Harvard College.

Brooker, L. (2008). *Supporting transitions in the early years*. Maidenhead, England: Open University Press McGraw Hill.

Bröring, H. & Mijts, E. (2017). Language Plannaing and Policy, Law and (Post) Colonial Relations in Small Island States: A Case Study. *Social Inclusion*, 5(4), 29-37. https://doi.org/10.17645/si.v5i4.1134.

Bulkeley, J., & Fabian, H. (2006). Well-being and belonging during early educational transitions. *International Journal of Transitions in Childhood*, 2: 18-31.

Burroughs, P. (1976). The Mauritius rebellion of 1832 and the abolition of British colonial slavery. *The Journal of Imperial and Commonwealth History*, 4(3) 243-265. https://doi.org/10.1080/03086537608582463.

Burrun, S. (2011). *Attaining quality education in Mauritius at Secondary Level: A case study of the Zone 2 (State Secondary) schools from the educator's perspective*. Master's thesis. University of South Africa.

Buyse, E., Verschueren, K., Verachtert, P., & Van Damme, J. (2009). Predicting school adjustment in early elementary school: Impact of teacher-child relationship quality and relational classroom climate. *The Elementary School Journal*, 110 (2), 119-141. https://doi.org.10.1086/605768.

Campbell, F., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., Pan, Y. (2014). Early childhood investments substantially boost adult health. *Science*, 343(6178), 1478–1485. https://dx.doi.org/10.1126%2Fscience.1248429.

Carol Aubrey & Karen Ward (2013): Early years practitioners' views on early personal, social and emotional development. *Emotional and Behavioural Difficulties*, 18(4), pp. 434-447. https://doi.org/10.1080/13632752.2013.807541.

Carr, M. (2001). *Assessment in early childhood settings. Learning stories*. London: Paul Chapman Publishing.

Cartmell, K. M. (2018). *An Ethnographic Exploration of the Starting School Transition within an English school.* Ph. D. thesis, Liverpool John Moores University.

Caswell, H. L., & Campbell, D. S. (1935). *Curriculum development*. New York: American Book Co.

Chan, W. L. (2012). Expectations for the transition from kindergarten to primary school amongst teachers, parents and children. *Early Child Development and Care*, 182(5), 639-664. https://doi.org/10.1080/03004430.2011.569543.

Chao, C. C. (2015). Rethinking transfer: Learning from CALL teacher education as consequential transition. *Language Learning & Technology*, 19(1), 102–118. Retrieved from http://llt.msu.edu/issues/february2015/chao.pdf.

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. *National Bureau of Economic Research Working Paper 17699*. http://dx.doi.org/10.3386/w17699.

Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2010). How does your kindergarten classroom affect your earnings? Evidence from Project STAR. *Quarterly Journal of Economics*, 126(4), 1593-1660. http://dx.doi.org/10.1093/qje/qjr041.

Chetty, R., Friedman, J., & Rockoff, J. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633–2679. https://doi.org/10.1257/aer.104.9.2633.

Chinapah, V. (1983). *Participation and performance in primary schooling: a study of equality of educational opportunity in Mauritius*. Ph. D. thesis. University of Stockholm, Sweden.

Church, E. B., Miller. S. A., & Poole, C. (2020). Ages & stages: Nurturing young children's independence. *scholastic.com*. Retrieved from https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-nuturing-young-childrens-independence/.

Claessens, A., Engel, M. (2013). How important is where you start? Early mathematics knowledge and later school success. *Teachers College Record*, 115(6), 1–29. https://www.tcrecord.org/ ID Number: 16980.

Claessens, A., Engel, M., & Curran, F. (2014). Academic Content, Student Learning, and the Persistence of Preschool Effects. *American Educational Research Journal*, 51(2), 403–434. https://doi.org/10.3102/0002831213513634.

Claxton, G. (2008). *What's the point of school? Rediscovering the heart of education*. Oxford: Oneworld Publications.

Clements, D. H., & Sarama, J. (2014). *Learning and teaching early math: The learning trajectories approach*. New York, NY: Routledge. https://doi.org/10.4324/9780203520574.

Closs, S. J. & Cheater, F. M. (1999). Evidence for nursing practice a clarification of the issues. *Journal of Advanced Nursing*, 30, 10-17. https://doi.org/10.1046/j.1365-2648.1999.01043.x.

Connor, C. M., Piasta, S. B., Fishman, B. J., Glasney, S., Schatschneider, C., Crowe, E. C., Underwood, P. S., & Morrison, F. J. (2009). Individualizing student instruction precisely: Effects of child x instruction interactions on first graders' literacry development. *Child Development*, 80(1), 77-100. https://doi.org/10.1111/j.1467-8624.2008.01247.x.

Cooper, H., Allen, A. B., Patall, E. A., & Dent, A. L. (2010). Effects of full-day kindergarten on academic achievement and social development. *Review of Educational Research*, 80(1), 34–70. https://doi.org/10.3102/0034654309359185.

Cooper, J. L., Masi, R. & Vick, J. (2009). *Social-emotional Development in Early Childhood: What Every Policymaker Should Know.* National Center for Children in Poverty. Columbia University. https://doi.org/10.7916/D83B67VS.

Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, 41(1), 89-91. https://doi.org/10.1188/14.ONF.89-91.

Corbin, J. & Strauss, A. (1990); "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria"; *Qualitative Sociology*, 13, 3-21. https://doi.org/10.1007/BF00988593.

Council for the Curriculum, Examinations & Assessment (CCEA). (n.d). Available at https://ccea.org.uk/foundation-stage/curriculum/personal-development-mutual-understanding.

Crafter, S. &. Maunder, R. (2012). Understanding transitions using a sociocultural framework. *The British Psychological Society: Educational and Child Psychology*, 29, 10-18.

Creswell, J.W. (2012). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Curran, F. C. (2015). Expanding downward: Innovation, diffusion, and state policy adoptions of universal preschool. *Education Policy Analysis Archives*, 23(36), 1-26. https://doi.org/10.14507/epaa.v23.1688.

Cutler, D.M. & Lleras-Muney, A. (2006). *Education and Health: Evaluating theories and Evidence*. National Bureau of Economic Research, Working Paper 12352. https://doi.org/10.3386/w12352.

Daley, T. C., Munk, T., Carlson, E. (2011). A national study of kindergarten transition practices for children with disabilities. *Early Childhood Research Quarterly*, 26(4), 409–419. http://dx.doi.org/10.1016/j.ecresq.2010.11.001.

Darling-Churchill, K. E., & Lippman, L. (2016). Early childhood social and emotional development: Advancing the field of measurement. *Journal of Applied Developmental Psychology*, 45, 1–7. https://doi.org/10.1016/j.appdev.2016.02.002.

Davies, J. C. (2018). *Pedagogies of educational transition: Educator networks enhancing children's transition to school in rural areas*. Doctoral thesis. Charles Stuart University, Australia.

Davis, H. A. (2006). Exploring the contexts of relationship quality between middle school students and teachers. *The Elementary School Journal: Special Issue on the Interpersonal Contexts of Motivation and Learning*, 106, 193–223. https://doi.org/10.1086/501483.

De Haan, A. K. E., Elbers, E., & Leseman, P. P. M. (2014). Teacher- and child-managed academic activities in preschool and kindergarten and their influence on children's gains in emergent academic skills, *Journal of research in childhood education*, 28–1, 43–58. https://doi.org/2610.1080/02568543.2013.851750.

De Smith, S. (1968). Mauritius: Constitutionalism in a Plural Society. *The Modern Law Review,* 31(6), 601-622.

De Vaus, D. A. (2001). *Research Design in Social Research*. London: SAGE.

Dementiy, L. I., & Grogoleva, O. Yu. (2016). The Structure of Responsibility of Preschool and Primary School Age Children. *Procedia - Social and Behavioural Sciences*, 233, 372–376. https://doi.org/10.1016/j.sbspro.2016.10.161.

Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? *Early Education and Development*, 17(1), 57–89. https://doi.org/10.1207/s15566935eed1701_4.

Denham, S. A., Bassett, H., Mincic, M., Kalb, S., Way, E., Wyatt, E. & Segal, Y. (2011) Social-emotional learning profiles of preschoolers' early school success: A person centered approach. *Learning and Individual Differences*, Vol. 22 (2012) pp. 178 – 189. https://doi.org/10.1016/j.lindif.2011.05.001.

Department for Education. (2017). *Statutory Framework for the Early Years Foundation Stage*. United Kingdom. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf.

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press (2019).

Dewey, J. (1963). *Experience and education*. New York: Macmillan.

Diamond, A., Barnett, W.S., Thomas, J., and Munro, S. (2007). Preschool Program Improves Cognitive Control. *Science*, Vol.318 (5855): pp. 1387–1388. https://dx.doi.org/10.1126%2Fscience.1151148.

Dickinson, D. K., and Caswell, L. (2007). Building support for language and early literacy in preschool classrooms through in-service professional development: effects of the

Literacy Environment Enrichment Program (LEEP). *Early Childhood Research Quarterly*, 22: 243–260. https://doi.org/10.1016/j.ecresq.2007.03.001.

Dickinson, D.K. (2011). Teacher's language practices and academic outcomes of preschool children. *Science*, 333(6045), 964–967. https://doi.org/10.1126/science.1204526.

Dickinson, D.K., & Tabors, P.O. (Eds.). (2001). *Beginning literacy with language: Young children learning at home and school*. Baltimore: MD: Brookes.

Dockett, S. & Perry, B. (2012). "In Kindy You Don't Get Taught": Continuity and Change as Children Start School. *Frontiers of Education in China*, 7(1): 5-32. https://doi.org/10.3868/s110-001-012-0002-8.

Dockett, S., Perry, B., & Kearney, E. (2012). Family transitions as children start school. *Family Matters*, 90, 57-67. https://doi.org/10.3316/aeipt.195374.

Dockett, S. & Perry, B. (2007). *Transitions to school: Perceptions, expectations, experiences*. Sydney: UNSW Press.

Doyle, J. (2015). *Educational Transitions*. Victorian Auditor-General's Report. 2014-15:23.

Draper, J. (2004). *The relationship between research question and research design*. In: Crookes, P. & Davies, S. eds, Research into Practice: Essential Skills for Reading and Applying Research in Nursing and Health Care. Volume 2nd Ed. Edinburgh: Baillere Tindall, pp. 69 – 84. http://www.amazon.co.uk/Research-into-Practice-Essential-Reasearch/dp/0702026867.

Duncan, G. J. (2013). Investing in preschool programs. *Journal of Economic Perspectives*, 27(2), 109–132. https://doi.org/10.1257/jep.27.2.109.

Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., & Sexton, H. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428-1446. https://psycnet.apa.org/doi/10.1037/0012-1649.43.6.1428.

Duncan, G. J., & Magnuson, K. (2011). *The nature and impact of early achievement skills, attention skills, and behaviour problems*. In G. J. Duncan and R. J. Murnane (Eds.), Whither opportunity? Rising inequality, schools, and children's life chances (p. 572). New York: Russell Sage Foundation. https://doi.org/10.1002/pam.21627,

Dunlop, A. W. (2014). *Thinking About Transitions: One Framework or Many? Populating the Theoretical Model Over Time*. In: Perry B., Dockett S., Petriwskyj A. (Eds) Transitions to School - International Research, Policy and Practice. International perspectives on early childhood education and development, vol 9. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-7350-9_3.

Dunlop, A.W. (2013). *Curriculum as a tool for change in transitions practices - Transitions practices as a tool for changing curriculum*. In A. Keinig & K. Margetts (Eds.), International perspectives on transitions to school: Reconceptualising beliefs, policy and practice (pp. 135–146). London: Routledge. ISBN 9780415536127.

Dunlop, A. W. (2003). Bridging Early Educational Transitions in Learning Through Children's Agency. *European Early Childhood Education Research Journal*, 11(1), pp. 67-86. http://dx.doi.org/10.1080/1350293X.2003.12016706.

Durlak, J.A. & Weissberg, R.P.(2011). Promoting Social and Emotional Development is an Essential Part of Students' Education. *Human Development*, 54, 1–3. https://psycnet.apa.org/doi/10.1159/000324337.

Duță, N. (2015). From Theory to Practice: The Barriers to Efficient Communication in Teacher-Student Relationship. *Procedia – Social and Behavioral Sciences*, 187, 625-630. http://dx.doi.org/10.1016/j.sbspro.2015.03.116.

Dynarski, S., Hyman, J., Schanzenbach, D. W. (2013). Experimental evidence on the effect of childhood investments on post-secondary attainment and degree completion. *Journal of Policy Analysis and Management*, 32(4), 692–717. https://doi.org/10.1002/pam.21715.

EARLY CHILDHOOD CARE AND EDUCATION AUTHORITY ACT. (2007). Government Gazette of Mauritius No. 119 of 22 December 2007. Retrieved from https://www.tipti.org/act.pdf.

Early Years Foundation Stage Profile (EYFSP) Reforms, (2019). *Education Endowment Foundation*. NatCen Social Research. https://dera.ioe.ac.uk/34478/1/Early_Years_Foundation_Stage_Profile_%28EYFSP%29_Reforms.pdf.

Early Years Foundation Stage Profile Handbook 2013. (2012). *Early Years Foundation Stage (EYFS)*. Retrieved from www.nationalarchives.gov.uk/doc/open-government-licence.

Echazarra, A., Salinas, D, Méndez, I., Denis, V, & Rech, G. (2016), *"How teachers teach and students learn: Successful strategies for school"*, OECD Education Working Papers, No. 130, OECD Publishing, Paris, https://doi.org/10.1787/5jm29kpt0xxx-en.

Education for All. (2015). *National Review Report: Mauritius*.

Education & Human Resources Strategy Plan 2008 – 2020 (EHRSP). (2007). *Ministry of Education, Culture & Human Resources*. Retrieved from http://ministry-education.govmu.org/English/Documents/Publications/EHRSP%202008-2020.pdf.

Education Strategy. (2014). United Nations Educational, Scientific and Cultural Organisation (UNESCO). Retrieved from http://www.natcom.gov.jo/sites/default/files/231288e.pdf.

Education Review Office. (2015). Continuity of learning: transitions from early childhood services to schools. Education Evaluation Reports. Te Tari Arotake Matauranga.

Edwards, A. (2010). *Being an Expert Professional Practitioner. The Relational Turn in Expertise. Professional and Practice-based Learning*. Dordrecht: Springer.

Einarsdóttir J. (2014) Readings of Media Accounts of Transition to School in Iceland. In: Perry B., Dockett S., Petriwskyj A. (Eds) *Transitions to School - International Research, Policy and Practice. International perspectives on early childhood education and development,* vol 9. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-7350-9_2.

Einarsdóttir, J., Sigurðarsdóttir, Ó I, & Višnjić Jevtić, A. (2019). *TRANSITION PRACTICES – CONCEPTUALIZATION OF TRANSITION*. Report on the analysis of existing literature and documentation. https://www.researchgate.net/project/Enhancing-Transition-Practices-in-Early-Childhood-Education-Erasmus-2018-1-HR01-KA201-047432. http://dx.doi.org/10.13140/RG.2.2.31952.35846.

Eisenberg, N., Valiente, C., & Eggum, N. D. (2010). Self-regulation and school readiness. *Early Education and Development*, 21, 681–698. https://doi.org/10.1080/10409289.2010.497451.

Eivers AR, Brendgen M, Vitaro F, Borge AI. (2012). Concurrent and longitudinal links between children's and their friends' antisocial and prosocial behaviour in preschool. Early Child Research Quarterly, 27(1), 137– 46. https://doi.org/10.1016/j.ecresq.2011.05.001.

Elder, G. H. (1998). The Life Course as Developmental Theory. *Child Development*, 69(1), 1-12. https://doi.org/10.1111/j.1467-8624.1998.tb06128.x.

Ellingson, L. L. (2009). Engaging in crystallization in qualitative research: An Introduction. Los Angeles, CA: Sage. https://dx.doi.org/10.4135/9781412991476.d3.

Ellingson, L. L. (2014). "The truth must dazzle gradually": Enriching relationship research using a crystallization framework. Journal of Social and Personal Relationships, 31(4), pp. 442-450. https://doi.org/10.1177/0265407514523553.

Ellis, A. K. (2004). *Exemplars of curriculum theory*. Larchmont, NY: Eye on Education.

Engeström, Y. (2000). *From individual action to collective activity and back: Developmental work research as an interventionist methodology*. In P. Luff, J. Hindmarsch & C. Heath (Eds.), *Workplace studies: Recovering Work Practice and Information System Design*. Cambridge: Cambridge University Press, pp. 150-156. https://doi.org/10.1017/CBO9780511628122.008.

Etienne P. (2007). *''Bridging the gap'' still needs to convince teachers.'*. L'Express.

Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P. & Siraj-Blatchford, I. (2008). *What makes a successful transition from primary to secondary school?* Department for Children Schools and Families, Nottingham: United Kingdom.

Fabian, H. (2013). *Towards Successful Transitions*. In Margetts, K., and Keinig, A. (Eds.), *International Perspectives on Transition to School: Reconceptualising Beliefs, Policy and Practice*. NY: Routledge.

Fabian, H., & Dunlop, A-W. (2007). *Outcomes of good practice in transition processes for children entering primary school*. Working paper 42. The Hague: Bernard van Leer Foundation.

Fantuzzo, J., Rouse, H. L., McDermott, P., Childs, S., & Weiss, A. (2005). Early Childhood Experiences and Kindergarten Success: A Population-Based Study of a Large Urban Setting. 34 (4), 571-588. Retrieved from http://repository.upenn.edu/gse_pubs/436.

Faulkner, D. &. Coates, E. A. (2013). Early childhood policy and practice in England: Twenty years of change. International Journal of Early Years Education, 21(2–3), 244–263. https://doi.org/10.1080/09669760.2013.832945

Fernandes, A. C., Huang, J., & Rinaldo, V. (2011). Does where a student sits really matter? The impact of seating locations on student classroom learning. *International Journal of Applied Educational Studies*, 10(1), 66-77.

Fincham, E. N., & Fellner, A. R. (2015). Transitional practice: Teachers and children in-between classrooms in one early childhood centre. *Journal of Early Childhood Research*, 14(3), 310–323. https://doi.org/10.1177/1476718X14552874.

Fisher, J. A. (2011). Building on the Early Years Foundation Stage: developing good practice for transition into Key Stage One. *Early Years,* 31(1), 31-42. https://doi.org/10.1080/09575146.2010.512557.

Fisher, J. (2010). *Moving On To Key Stage 1: Improving Transition from the Early Years Foundation Stage.* Open University Press. ISBN-13: 978-0335238460, ISBN-10: 0335238467.

Fisher, J. A. (2009). 'We used to play in foundation, it was more funner': investigating feelings about transition from foundation stage to year 1. *Early Years: An International Research Journal*. 29(2), 131-145. https://doi.org/10.1080/09575140802672576.

Fram, M. S., Kim, J., & S. Sinha. (2012). Early Care and Prekindergarten Care as Influences on School Readiness. *Journal of Family Issues*, 33(4), 478-505. http://dx.doi.org/10.1177/0192513X11415354.

Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC medical research methodology*, *13*, 117. https://doi.org/10.1186/1471-2288-13-117.

Galvan, J. (2006). *Writing literature reviews: a guide for students of the behavioral sciences* (3rd ed.). Glendale, CA: Pyrczak Publishing.

Giallo, R. (2010). Making the Transition to Primary School: An Evaluation of a Transition Program for Parents. *Australian Journal of Educational & Developmental Psychology*, 10,

1-17. Retrieved from https://www.newcastle.edu.au/__data/assets/pdf_file/0019/100288/V10_giallo_et_al.pdf.

Gill, S., Winters, D., & Friedman, D. S. (2006). Educators' Views of Pre-Kindergarten and Kindergarten Readiness and Transition Practices. *Contemporary Issues in Early Childhood*, 7(3), 213-227. https://doi.org/10.2304%2Fciec.2006.7.3.213.

Gilliam, W. S. (2008). Implementing policies to reduce the likelihood of preschool expulsion. *Foundation for Child Development. Policy Brief No. 7*. New York, NY.

GLOBAL EDUCATION DIGEST. (2011). *Comparing education statistics across the world focus on secondary education*. UNESCO INSTITUTE for STATISTICS.

Gokhool, D. (2008). *COMPREHENSIVE APPROACHES IN EARLY CHILDHOOD EDUCATION: THE MAURITIAN EXPERIENCE*. 48th Session of the International Conference on Education (UNESCO). Geneva.

Gormley, W. T., Phillips, D.A., Newmark, K., Welti, K., & Adelstein, S. (2011). Social-Emotional Effects of Early Childhood Education Programs in Tulsa. *Child Development*, 82(6), pp. 2095-2109. https://doi.org/10.1111/j.1467-8624.2011.01648.x.

Graham, D. J. & Cleary, J. M. (2000). *Practical Tools for Continuous Improvement: Statistical Tools*. Dayton: PQ Systems, vol. 1. ISBN-10 : 1882683056
ISBN-13 : 978-1882683055.

Grauberg J. (2014). *Early Years: Valuable means and effective ends*. Background paper: Review of early years policy since 1994. London: Centre Forum.

Graziano, P. A., Garb, L. R., Ros, R., Hart, K., & Garcia, A. (2015). Executive Functioning and School Readiness Among Preschoolers With Externalising Problems: The Moderating Role of the Student–Teacher Relationship. *Early Education and Development*, 27(5), 573–589. https://doi.org/10.1080/10409289.2016.1102019.

Gremmen, M. C., van den Berg, Y. H., Segers, E., & Cillessen, A. H. (2016). Considerations for classroom seating arrangements and the role of teacher characteristics and beliefs. *Social Psychology of Education*, 19(4), 749-774. https://link.springer.com/article/10.1007/s11218-016-9353-y.

Griebel, W. & Niesel, R. (2002). *Co-construction transition into kindergarten and school by children, parents and teachers*. In H. Fabian & A.W. Dunlop (Eds.), *Transitions in the early years: Debating continuity and progression for children in early education* (pp. 64–75). London and New York: Routeledge/Falmer.

Grimmer, T. (2018). *School Readiness and the Characteristics of Effective Learning: The Essential Guide for Early Years Practitioners*. United Kingdom. Jessica Kingsley Publishers.

Grossoehme, D. H. (2014). Overview of Qualitative Research. *Journal of Health Care Chaplaincy*, 20(3), 109-122. http://dx.doi.org/10.1080/08854726.2014.925660.

Guetterman, T. C. (2015). Descriptions of sampling practices within five approaches to qualitative research in education and the health sciences. *Researcher, Migrant, Woman: Methodological Implications of Multiple Positionalities in Migration Studies*, 16(2), 1–23. https://doi.org/10.17169/fqs-16.2.2290.

Guruvadoo, P., Kalla, A. C., Thancanamootoo, S., & Veerapen, T. (1995). *Teachers and multicultural education in Mauritius*. In Gagliardi, R. (Ed.). *TEACHER TRAINING AND MULTICULTURALISM: NATIONAL STUDIES*, Studies in Comparative Education, INTERNATIONL BUREAU OF EDUCATION. Switzerland.

Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health, and social outcomes in first grade. *Early Childhood Research Quarterly*, 21(4), 431-454. https://doi.org/10.1016/j.ecresq.2006.09.005.

Hammarberg, K., Kirkman, M., & Lacey, D. S. (2016). Qualitative research methods: When to use them and how to judge them. *Human Reproduction*, Vol 31 Issue 3, 498–50. https://doi.org/10.1093/humrep/dev334.

Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625–638. https://doi.org/10.1111/1467-8624.00301.

Hännikäinen, M. (2005). Rules and agreements - and becoming a preschool community of learners. *European Early Childhood Education Research Journal* 13(1), 97-110. http://dx.doi.org/10.1080/13502930585209581.

Hansen, O. H. (2010a). The Postmodern Child. *Dansk Paedagogist Forum 0-14*. Vol 2, pp. 50-56.

Hansen, O. H. (2010b). *Early Language and Thought*. Paper presented at the 26th OMEP World Congress, Goteborg, Sweden, 11-13 August, 2010.

Harrison L.J. (2014) *Intrapersonal and Interpersonal Influences on School Transition*. In: Perry B., Dockett S., Petriwskyj A. (eds) *Transitions to School - International Research, Policy and Practice. International perspectives on early childhood education and development*, vol 9. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-7350-9_5.

Hatcher, B., Nuner, J., & Paulsel, J. (2012). Kindergarten readiness and preschools: Teachers' and parents' beliefs within and across programs. *Early Childhood Research & Practice*, 14(2). Retrieved from https://files.eric.ed.gov/fulltext/EJ997132.pdf.

Heidemann, S., Menninga, B., & Chang, C. (2019). *Intentional Teaching in Early Childhood: Ignite your passion for learning and improve outcomes for young children*. Minneapolis. Free Spirit Publishing. ISBN: 978-1-63198-426-6.

Henry, A., & Thorsen, C. (2018). Teacher-student relationships and L2 motivation. *The Modern Language Journal*, 102(1), 218–241. https://doi.org/10.1111/modl.12446.

Hirsh-Pasek, K., Golinkoff, R. M., Berk, L. E., and Singer, D. G. (2009). *A mandate for playful learning in ECCE setting: Presenting the Evidence*. New York: Oxford University Press. http://dx.doi.org/10.1093/acprof:oso/9780195382716.001.0001.

Hirst, M., Jervis, N., Visagie, K., Sojo, & Cavanagh, S. (2011). *Transition to Primary School: a review of the literature*. Canberra: Commonwealth of Australia. https://doi.org/10.13140/RG.2.1.3122.3448.

Hollup, O. (2004). *Educational policies, reforms and the role of teachers' union in Mauritius*. Norway: Reprographic Centre.

Hopps, K. (2014). Preschool + school + communication = What for educator relationships? *Early Years*, 34(4), 405-419. https://doi.org/10.1080/09575146.2014.963032.

Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. *Early Childhood Research Quarterly*, 23(1), 27–50. https://doi.org/10.1016/j.ecresq.2007.05.002.

Howes, C., James, J., and Ritchie, S. (2003). Pathways to effective teaching. *Early Childhood Research Quarterly*, 18(1), pp. 104-120. https://doi.org/10.1016/S0885-2006(03)00008-5.

Hughes, J. N., & Kwok, O. (2006). Classroom engagement mediates the effect of teacher-student support on elementary students' peer acceptance: A prospective analysis. *Journal of School Psychology*, 43(6), pp. 465-480. https://dx.doi.org/10.1016%2Fj.jsp.2005.10.001.

Human Development Report (HDR). (2004). United Nations Development Programme.

Huser, C., S. Dockett, and B. Perry. (2015). Transition to school: revisiting the bridge metaphor. European Early Childhood Education Research Journal, 24(3): 439 – 449. https://doi.org/10.1080/1350293X.2015.1102414.

İnanç, B. Y., Bilgin, M., & Atıcı M. K. (2005). *Gelişim psikolojisi [Development psychology]*. Adana: Nobel Press.

Indiana Department of Education. (2010). *Definition of terms. Indiana Accountability System for Academic Progress*. Retrieved from http://www.doe.in.gov/asap/definitions.html.

Institute of Medicine (IOM) & National Research Council. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: The National Academies Press.

Isakson, E. A., Higgins, L. B., Davidson, L. L., & Cooper, J. L. (2009). *Indicators for social-emotional development in early childhood: A guide for local stakeholders*. National Center for Children in Poverty, Columbia University. https://doi.org/10.7916/D8J67RNB.

International Standard Classification of Education (ISCED). (1997). United Nations Educational, Scientific and Cultural Organisation (UNESCO). Retrieved from http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-1997-en_0.pdf.

Jabareen, Y. (2009). Building a Conceptual Framework: Philosophy, Definitions, and Procedure. *International Journal of Qualitative Methods, International Institute for Qualitative Methodology*, 8(4), pp. 49-62. https://doi.org/10.1177%2F160940690900800406.

Jacobs, G. M. (2001). Providing the scaffold: A model for early childhood/primary teacher preparation. *Early Childhood Education Journal*, 29: 125-130. https://doi.org/10.1023/A:1012581113983.

Jenkins, J. M., Farkas, G., Duncan, G. J., Burchinal, M., & Vandel D. L. (2016). Head Start at Ages 3 and 4 Versus Head Start Followed by State Pre-K: Which is more effective? *Educational Evaluation and Policy Analysis*, 38(1), 88–112. https://doi.org/10.3102/0162373715587965.

Jensen, A. S., Hansen, O. H., and Broström, S. (2013). Transition to School: Contemporary Danish Perspectives. In Margetts, K., and Keinig, A. (Eds.), *International Perspectives on Transition to School: Reconceptualising Beliefs, Policy and Practice*, pp. 56-68. Taylor and Francis. https://doi.org/10.4324/9780203111802.

Johansson, I. (2007). Horizontal transitions: what can it mean for children in the early years? In: Dunlop, A.-W. and Fabian, H. (Eds) *Informing Transitions in the Early Years.* Maidenhead: The Open University Press pp. 33–44.

Jonsson, A. (2011). *Preschool teachers talk about curriculum for the youngest*. Master thesis. Göteborgs Universitet. Göteborg.

Jung J. (2011). Caregivers' playfulness and infants' emotional stress during transitional time. *Early Child Dev. Care* 181 1397–1407. https://doi.org/10.1080/03004430.2010.532873.

Kagan, S. L., Moore, E., & Bredekamp, S., (1995). Reconsidering children's early development and learning: toward common views and vocabulary/Goal 1 Technical Planning Group. *National Educational Goals Panel*. Washington, D. C. United States. Retrieved from https://www.bu.edu/wheelock/files/2018/05/National-Education-Goals-Panel.pdf.

Kallberg, P. (2018). Two teacher categories' work with social relations in the transition from preschool class to year 1. Doctoral thesis. Mälardalen University. https://orcid.org/0000-0001-8054-5219.

Kane, O. '. (2007a). Dublin Institute of Technology ARROW@DIT Doctoral Applied Arts Recommended Citation. Retrieved from http://arrow.dit.ie/appadoc.

Kane, O. '. (2007b). Dublin Institute of Technology ARsROW@DIT Doctoral Applied Arts Recommended Citation. Retrieved from https://arrow.dit.ie/appadoc.

Karila, K., & Rantavuori, L. (2014). Discourses at the boundary spaces: developing a fluent transition from preschool to school. *Early Years*, 34(4), 377–391. https://doi.org/10.1080/09575146.2014.967663.

Karin L H. & Kabiru, M. N. (2006). Early Childhood Development as an Important Strategy to Improve Learning Outcomes. Paris, France: Association for the Development of Education in Africa (ADEA).

Kasten, H. (2017). *4-6 yaş çocuk gelişimi & gelişim psikolojisinin temel esasları II [Basic principles of 4-6 years old child development and developmental psychology II]* (Translate Edt. Oğuz Emre). Ankara: Anı Press.

Kay, L. J. (2018). *School Readiness: A Culture of Compliance?*. Doctoral thesis. University of Sheffield.

Kelly (2015). *The Importance of a professional Early Years Practitioner - Early Years Careers*. [online] Early Years Careers. Available at: http://www.earlyyearscareers.com/eyc/latest-news/the-importance-of-a-professional-early-years-practitioner/.

Kerimoğlu, F. (2014). *Teachers' evaluations of 1st grade elementary school classrooms consisting of children from different ages* (Unpublished Master Thesis). Ankara University Educational Sciences Institute, Ankara.

Kilderry, A. (2012). *Teacher decision making in early childhood education*. PhD thesis, Queensland University of Technology.

Klein, L., & Knitzer, J. (2006). *Effective preschool curricula and teaching strategies*. National Center for Children in Poverty. Retrieved from http://www.nccp.org/publications/pdf/text_668.pdf.

Koca, F. (2016). Motivation to Learn and Teacher-Student Relationship. *Journal of International Education and Leadership*, 6(2), 1-20. Retrieved from https://files.eric.ed.gov/fulltext/EJ1135209.pdf.

Koçyiğit, S. (2014). Preschool age children's views about primary school. *Educational Sciences: Theory and Practice*, 14(5), 1870–1874. https://doi.org/10.12738/estp.2014.5.2393.

Kokkalia, G., Drigas, A., Economou, A., & Roussos, P. (2019). School readiness from kindergarten to primary school. *International Journal of Emerging Technologies in Learning*, 14(11), 4–18. https://doi.org/10.3991/IJET.V14I11.10090.

Kothari, C. R. (2004), *Research Methodology: Methods and Techniques*, (Second Edition), New Age International Publishers.

Kraft-Sayre, M. E., & Pianta, R. C. (2000). Enhancing the Transition to Kindergarten Linking Children, Families, & Schools. Retrieved from www.ncedl.org.

Krause, K. (2001). The university essay writing experience: A pathway for academic integration during transition. Higher Education Research & Development, 20(2), 147–168.

Kulpoo, D. & Soonarane, M. (2005). *The SACMEQ II Project in Mauritius: A study of the Conditions of Schooling and the Quality of Education*. Working Report. Mauritius: Ministry of Education and Human Resource Development. Available at http://www.sacmeq.org/?q=sacmeq-members/mauritius/sacmeq-reports.

Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. Los Angeles: SAGE.

Kvale, S. (2007). *The Sage qualitative research kit. Doing interviews.* Sage Publications Ltd. https://doi.org/10.4135/9781849208963.

Labaree, R. V. (2009). Research Guides: Organizing Your Social Sciences Research Paper. The Research Problem/Question. University of Southern California. Available Online: http://libguides.usc.edu/c.php?g=235034&p=1561764.

Labuschagne, C. & Brent, A. C. (2005). Sustainable Project Life Cycle Management: the need to integrate life cycles in the manufacturing sector. *International Journal of Project Management*, 23(2), 159-168. http://hdl.handle.net/2263/4323.

Lacey, C. H. (n.d.). The Road Less Traveled: A Review of Anfara and Mertz's Theoretical Frameworks in Qualitative Research. *The Weekly Qualitative Report*, 2. Retrieved from http://www.nova.edu/ssss/QR/WQR/anfara.pdf.

Lally, J. R. (2010). School Readiness Begins in Infancy. *Phi Delta Kappan*, *92*(3), 17–21. https://doi.org/10.1177/003172171009200305.

La Paro, K., Kraft-Sayre, M., & Pianta, R. (2003). Preschool to kindergarten transition activities: Involvement and satisfaction of families and teachers. *Journal of Research in Childhood Education*, 17(2), 147-158. https://doi.org.10.1086/461902.

La Paro, K., Pianta, R., & Cox, M. (2000). Kindergarten teachers' reported use of kindergarten to first grade transition practices. *The Elementary School Journal*, 101(1), 63-78. https://doi.org.10.1086/499659.

Lam, M. S., & Pollard, A. (2006). A conceptual framework for understanding children as agents in the transition from home to kindergarten. *Early Years*, 26(2), 123–141. https://doi.org/10.1080/09575140600759906.

Landsberg, R. (2013). Transition to School-the next phase of the child's learning and development. *Te Iti Kahurangi School of Education e-Journal*,1, 30-41. ISSN 2350 – 3017.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

Leese, M. (2010). Bridging the gap: Supporting student transitions into higher education. *Journal of Further and Higher Education*, 34(2), 239–251. https://doi.org/10.1080/03098771003695494.

Li, W. H. C., Mak, Y. W., Chan, S. S. C., Chu, A. K. Y., Lee, E. Y., & Lam, T. H. (2013). Effectiveness of a play-integrated primary one preparatory programme to enhance a smooth transition for children. *Journal of Health Psychology*, 18(1), 10–25. https://doi.org/10.1177/1359105311434052.

Liberante, L. (2012). The importance of teacher-student relationships, as explored through the lens of the NSW Quality Teaching Model. *Journal of Student Engagement: Education Matters*, 2(1), 2-9. Available at https://ro.uow.edu.au/jseem/vol2/iss1/2/.

Lichtman, M. (2013). *Qualitative research in education: A user's guide* (3rd Ed.). Thousand Oaks, CA: SAGE.

Lietavcova, M. Vitecˆkova, M, & Jošt, J. (2018). *Child transition from Kindergarten to primary school as experienced by a kindergarten teacher*. 11ᵗʰ annual International Conference of Education, Research and Innovation. https://doi.org/10.21125/iceri.2018.1866.

Lipscomb, S. T., Pratt, M. E., Schmitt, S. A., Pears, K. C., & Kim, H. K. (2013). School readiness in children living in non-parental care: Impacts of Head Start. *Journal of Applied Developmental Psychology*, *34*(1), 28-37. https://doi.org/10.1016/j.appdev.2012.09.001.

Lincoln, Y. S., & Guba, E. G. (1986). *But is it rigorou)s? Trustworthiness and authenticity in naturalistic evaluation.* In D. D. Williams (Ed.), Naturalistic evaluation (pp. 73–84). San Francisco: Jossey-Bass.

Lincoln, Y. S., & Guba, E. G. (2000). *Paradigmatic controversies, contradictions, and emerging confluences*. In N. K. Denzin & Y. S. Lincoln (Eds.), The handbook of qualitative research (2nd ed., pp. 163–188). Beverly Hills, CA: Sage.

Lipošcak, M., Afgan, N. H., Duić, N. & Carvalho, M. G. (2006). Sustainability assessment of cogeneration sector develoment in Croatia. *Energy*, 31, 2274-2284. https://doi.org.10.1016/j.energy.2006.01.024.

Little, M. H., Cohen-Vogel, L., & Curran, F. C. (2016). Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now. AERA Open. https://doi.org/10.1177/2332858416655766.

LoCasale-Crouch, J., Mashburn, J. A., Downer, J. T., & Pianta, R. C. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Research Quarterly*, 23, 124-139. https://doi.org.10.1016/j.ecresq.2007.06.001.

Lowe Vandell, D., & Wolfe, B. (2000). Institute for Research on Poverty Special Report no. 78 Child Care Quality: Does It Matter and Does It Need to Be Improved? Retrieved from http://www.ssc.wisc.edu/irp/.

Louis, J. K. (2018). *School Readiness: A Culture of Complicance?* University of Sheffield. England.

Lundgren, G. (2009). *The child indicates when it is ready to begin formal learning. How to recognise this moment?* In: Clouder, C., Heys, B., and Matthes, M. (Eds.), *Improving the*

Quality of Childhood in the European Union – Current Perspectives. Brussels: European Council for Steiner Waldorf Education.

Mackenzie, N. (2014). *Transitions and emergent writers*. In B. Perry, S. Dockett, & A. Petriwskyj (Eds.), Transitions to school: International research, policy and practice. In International perspectives on early childhood education and development, 9, 89-102. https://doi.org/10.1007/978-94-007-7350-9_7.

Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Play, participation, and possibilities: An early learning and child care curriculum framework for Alberta*. Available at https://education.alberta.ca/media/482257/play-participation-and-possibilities-reduced.pdf.

Magnuson, K. & Duncan, G. J. (2016). Can Early Childhood Interventions Decrease Inequality of Economic Opportunity? The Russell Sage Foundation *Journal of Social Science, Opportunity, Mobility and Increased Inequality*, 2(2), pp. 123-141. https://doi.org/10.7758/RSF.2016.2.2.05.

Manji, S., Arnold, C., Gowani, S., Bartlett, K., Kaul, V., Sharma S., Bhargarh Chaudhary, A. , & Sharma. S.(2015). How are we doing and how we get it right for children? *Paper commissioned for the EFA Global Monitoring Report 2015, Education for All 2000-2015: achievements and challenges*. Retrieved from https://www.akdn.org/sites/akdn/files/media/documents/various_pdf_documents/2015_akf_edu_gmr_-_trends_in_ecd_access_and_provision.pdf.

Marcon, R. A. (2012). Moving up the Grades: Relationship between Preschool Model and Later School Success. *Early childhood research and practice,* 4(1).

Margetts K., & Kienig, A. (2013). *International perspective on transition to school, reconceptualising beliefs, policy and practice*. New York: Routledge.

Margetts K. (2014). *Transition and Adjustment to School*. In: Perry B., Dockett S., Petriwskyj A. (eds) *Transitions to School - International Research, Policy and Practice. International perspectives on early childhood education and development*, vol 9. Springer.

Margetts, K., & Phatudi, N. C. (2013). Transition of children from preschool and home contexts to grade 1 in two township primary schools in South Africa. *European Early*

Childhood Education Research, 21, 39-52. http://dx.doi.org/10.1080/1350293X.2012.760341.

Margetts, K. (2002). Transition to school in Ireland: Views of Preschool and Primary School Teachers. *International Journal of Transitions in Childhood*, 2, 4-17.

Martoccio, T. L., Brophy-Herb, H. E., & Onaga, E. E. (2014). Road to readiness: Pathways from low-income children's early interactions to school readiness skills. *Infants & Young Children, 27*(3), 193–206. https://doi.org/10.1097/IYC.0000000000000014.

Marx, A., Fuhrer, U., & Hartig, T. (1999). Effects of classroom seating arrangements on children's question-asking. *Learning Environments Research*, 2(3), 249-263.

Mascareño Lara, M. (2014). *Learning opportunities in kindergarten classrooms: Teacher-child interactions and child developmental outcomes*. University of Groningen.

Mashburn, A. J., & Pianta, R. C. (2006). Social relationships and school readiness. *Early Education and Development*, 17(1), 151-176.

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. Forum: Qualitative Social Research, 11(3). Retrieved from https://www.qualitative-research.net/index.php/fqs/article/view/1428/3027.

Mauritius Examination Syndicate. (1991). Determinants of performance in primary schools with special reference to failures at CPE level. *Mauritius Examinations Bulletin Number 1*.

Maxwell, J. A. (2005). *Qualitative research design : An interactive approach* (2nd ed.). Thousand Oaks, CA : Sage.

Maxwell, J. A. (2013). *Qualitative Research Design – An Interactive Approach* (3rd ed.). Applied Social Research Methods Series, 41. SAGE.

McCartin, J. (2016). *Impact of Gender on Transitions to School : A review of the Literature*. Victoria State Government. Victoria University. Melbourne. Australia.

Meade, J. E., et al. 1961. *The Economics and Social Structure of Mauritius: Report to the Government of Mauritius*. London: Methuen.

Mercan-Uzun, E. (2015). *Okul öncesi dönemde uygulanan "okula hazırız" eğitim programının ilkokul birinci sınıf öğrencilerinin okula uyum ve hazırbulunuşluk düzeylerine etkisi [The effects of 'we're ready for school' education program - applied in preschool year*

– on school adaptation and school readiness of 1ˢᵗ grade elementary school students]. (Unpublished Doctorate Thesis). Ondokuz Mayıs University Educational Sciences Institute, Samsun

Merriam, S. and Tisdell, E., 2016. *Qualitative research*. 1st ed. San Francisco, CA: Jossey-Bass.

Middleton H. & Baartman L. (2013). *Transfer, Transition, or Transformation?*. In: Middleton H.E., Baartman L.K.J. (eds) *Transfer, Transitions and Transformations of Learning*. International Technology Education Studies. SensePublishers, Rotterdam. https://doi.org/10.1007/978-94-6209-437-6_1

Milkova, S. (2012). *Strategies for effective lesson planning*. Retrieved from http://www.crlt.umich.edu/gsis/p2_5.

Miller, C. S. (2009). *Transformation Paradox: A Framework for The Analysis of Politics in Enterprise Transformations*. Old Dominion University (PhD Thesis).

Minichiello, V., Aroni, R., Timewell, E., & Alexander, L. (1995). *In-depth interviewing: Principles, Techniques, Analysis*. 2ⁿᵈ Edn, Melbourne: Longman Cheshire.

Ministry of Education Human Resources, Tertiary Education & Scientific Research, Mauritius. (2006). Towards a quality curriculum. Available at https://education.govmu.org/Documents/Documents/Publications/new_curr06.pdf.

Ministry of Education, Culture & Human Resources, (2009). Education & Human Resources Strategy Plan. Available at https://education.govmu.org/Documents/Documents/Publications/EHRSP%202008-2020.pdf.

Ministry of Education Human Resources, Tertiary Education & Scientific Research, Mauritius. (2015). Implementation of Education Reforms in Mauritius. Available at https://implementation-of-education-reforms-in-mauritius-world-bank.pdf.

Ministry of Education, Human Resources, Tertiary Education & Scientific Research, Mauritius. (2017). The nine year continuous basic education. Available at https://govmu.org/EN/infoservices/education/Pages/curriculum.aspx.

Ministry of Finance and Economic Development. (2016). Digest of Education Statistics. Available at

https://statsmauritius.govmu.org/Documents/Statistics/ESI/2016/EI1269/Edu_Stats_Yr2016.pdf.

Ministry of Finance and Economic Development. (2017). Digest of Education Statistics. Available at

https://statsmauritius.govmu.org/Documents/Statistics/ESI/2017/EI1337/Edu_Yr17.pdf.

Ministry of Finance and Economic Development. (2018). Digest of Education Statistics. Available at

https://statsmauritius.govmu.org/Documents/Statistics/Digests/Education/Digest_Edu_Yr18.pdf.

Moffit, T. E., Poulton, R., & Caspi, A. (2013). Lifelong impact of early self-control. *American Scientist*, 101, 353–359.

Moore, J. L. (2013). *Studying and Designing for Transfer of Learning. Center for Engaged Learning. Elon University*. Retrieved from https://blogs.elon.edu/cel/studying-and-designing-for-transfer-of-learning/

Morabito, C., Carosin, E., & Vandenbroeck, M. (2017). What parents say about children's inequality of opportunities: a study in Mauritius. *Early Years*, *37*(4), 423–437. https://doi.org/10.1080/09575146.2016.1211994

Morgan, A. (2012). 'Me as a Science Teaher': Responding to a Small Network Survey to Assist Teachers with Subject-Specific Literacy Demands in the Middle Years of Schooling. *Australian Journal of Teacher Education*, 37(6). http://dx.doi.org/10.14221/ajte.2012v37n6.6.

Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2016a). Science Achievement Gaps Begin Very Early, Persist, and Are Largely Explained by Modifiable Factors. *Educational Researcher*, 45(1), 18–35. https://doi.org/10.3102/0013189X16633182.

Moss, W. L. & Moses D. A. (2017). *Raising Independent, Self-Confident Kids: Nine Essential Skills to Teach Your Child or Teen*. American Psychological Association.

Mullis, I. V. S., Martin, M. O., Foy, P., & Hooper, M. (2016). *TIMSS 2015 international results in mathematics*. Amsterdam: IEA.

Murray E. (2014) *Multiple Influences on Children's Transition to School*. In: Perry B., Dockett S., Petriwskyj A. (Eds) *Transitions to School - International Research, Policy and Practice. International perspectives on early childhood education and development*, vol 9. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-7350-9_4.

National Association for the Education of Young Children, NAEYC. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.* Position Statement. Available at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf.

National Council for Curriculum and Assessment, NCCA. (2009). *Aistear, The Early Childhood Curriculum Framework*. Available at http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes_ENG/PrinciplesThemes_ENG.pdf.

NATIONAL CURRICULUM FRAMEWORK PRE-PRIMARY 3-5 YEARS, NCF PrePrimary. (2008). Ministry of Education & Resources, Mauritius Institute of Education & Early Childhood Care and Education Authority. Available at https://education.govmu.org/Pages/Downloads/Publications-&-Reports.aspx.

National Curriculum Framework Primary, NCF Primary. (2015). Available at https://education.govmu.org/Pages/Downloads/Publications-&-Reports.aspx.

National Report of Mauritius, (2008). The Development of Education. Ministry of Education, Culture & Human Resources. Available at http://www.ibe.unesco.org/fileadmin/user_upload/archive/National_Reports/ICE_2008/mauritius_NR08.pdf.

National Research Council. (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: The National Academies Press. https://doi.org/10.17226/9822.

Newell, G. E., Tallman, L., & Letcher, M. (2009). A Longitudinal Study of Consequential Transitions in the Teaching of Literature. *Research in the Teaching of English*, 44(1), 89-126.

Nine-Year Continuous Basic Education, NYCBE. (2015). Available at http://planipolis.iiep.unesco.org/en/2016/inspiring-every-child-nine-years-continuous-basic-education-nycbe-6715

Novak, J., & Gowin, D. B. (1984). *Learning how to learn*. New York: Cambridge University Press.

Ntumi, S. (2016). Challenges Pre-School Teachers Face in the Implementation of the Early Childhood Curriculum in the Cape Coast Metropolis. *Journal of Education and Practice, 7,* 54-62.

Nutbrown, C. (2012). *Foundations for Quality: The independent review of early education and childcare qualifications*. Final Report. http://www.education.gov.uk/nutbrownreview.

O'Connor, A. (2012). *Understanding Transitions in the Early Years: Supporting Change through Attachment and Resilience.* David Fulton Book. Routledge, UK.

O'Connor, D., & Angus, J. (2013). Give Them Time – an analysis of school readiness in Ireland's early education stystem: a Steiner Waldorf Perspective. International Journal of Primary, Elementary and Early Years Education, 3(13), 1-10. https://doi.org/10.1080/03004279.2012.723726.

O'Kane, M., & Murphy, R. (2016). Transition from Preschool to Primary School in Ireland: Audit of Transfer Documentation in Ireland. Report Prepared for the National Council for Curriculum and Assessment. http://www.ncca.ie/en/file/early/ResearchReport19_LR.pdf.

O'Kane, M. (2007). *Building Bridges: The Transition from ECCE setting to Primary School for Children in Ireland*. Dublin Institute of Technology: Unpublished PhD Thesis.

O'Kane, M., & Hayes, N. (2010). *Supporting Early Childhood Educational Provision within a Cluster of DEIS ECCE setting and Primary School Settings with a Specific Focus on Transition between the Two Educational Settings*. Dublin: Centre for Social and Educational Research, Dublin Institute of Technology. Available at https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1050&context=cserrep.

O'Kane, M. (2015). *Multiple Transitions. A Paper Prepared for the symposium, Early Educational Alighment: Reflecting on Curriculum and Pedagogy*. Trinity College Dublin; 15th October 2015. Available at http://www.ecalignment.ie/Multiple%20Transitions_Research%20paper_5.10.2015.pdf.

OECD. (2006). *Starting Strong II. Early Childhood Education and Care, Starting Strong*. OECD Publishing, Paris. https://doi.org/10.1787/9789264035461-en.

OECD (2012). *Starting Strong III: A Quality Toolbox for Early Childhood Education and Care, Starting Strong*. OECD Publishing, Paris. https://doi.org/10.1787/9789264123564-en.

Palaiologou, I., Needham D., & Male, T. (2015). *Doing Research in Education: Theory and Practice*. SAGE Publications Ltd.

Palermo, F., Hanish, L. D., Martin, C. L., Fabes, R. A., & Reiser, M. (2007). Preschoolers' academic readiness: What role does the teacher-child relationship play?. *Early childhood research quarterly*, *22*(4), 407-422. https://doi.org/10.1016/j.ecresq.2007.04.002.

Palincsar, A. M., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1, 117-175.

Pardede, P. (2018). *Identifying and Formulating the Research Problem*. In Research in ELT. Teaching Research in ELT through Blended Learning. University Kristen Indonesia.

Parsuramen, A. (2006). Master plan for education in the year 2000: the experience of Mauritius. *Prospects*, 36(1), 63-82.

Patton, M. Q. (2005). Qualitative Research. *Encyclopedia of Statistics in Behavioral Science*, Eds., Brian S. Everitt & David C. Howell

Peckham, K. (2017) Developing School Readiness: Creating Lifelong Learners. London: Sage.Peckham, K. (2017) Supporting effective readiness in all school children. *Journal of Health Visiting*. 5 (7), pp. 342-345.

Pereira, J. (2012). How to begin healing a festering wound: Papiamento, community and education in Aruba. In N. Faraclas, R. Esperano Severing, C. M. Roose-Weijer, & E. Echteld (Eds.), Crossing shifting boundaries: Language and changing political status in Aruba, Bonaire and Curaçao. Curaçao and Puerto Rico: FPI/UNA/UPR. 87-93

Perry, B., DoWinkelckett, S., and Harley, E. (2012). The Early Years Learning Framework and the Australian Curriculum: Linking educators' practice through pedagogical inquiry questions. In Atweh, B., Goos, M., Jorgensen, R., and Siemon, D. (Eds.), National Curriculum: Mathematics – Perspectives from the field (pp. 155-174). Mathematics Education Research Group of Australasia. Retrieved December 2013, from http://www.merga.net.au/sites/default/files/editor/books/1/Chapter%208%20Perry.pdf

Peters S. (2014) Chasms, Bridges and Borderlands: A Transitions Research 'Across the Border' from Early Childhood Education to School in New Zealand. In: Perry B., Dockett S., Petriwskyj A. (Eds) Transitions to School - International Research, Policy and Practice. International perspectives on early childhood education and development, vol 9. Springer, Dordrecht, https://doi.org/10.1007/978-94-007-7350-9_8

Peters, S. (2002). Teachers' perspectives of transitions. In H. Fabian & A.W. Dunlop (Eds.), Transitions in the early years: Debating continuity and progression for children in early education (pp. 87-97). London: Routledge/Falmer.

Peters, S. A., (2010). Wilf Malcolm Institute of Educational Research., & New Zealand. Ministry of Education. Literature review : transition from early childhood education to school : report commissioned by Ministry of Education. Ministry of Education.

Petriwskj, A. (2005). Transition to school: Early Years teachers' roles. Journal of Australian Research in Early Childhood Education, 21(2), 62-73.

Petrakos, H. H., & Lehrer, J. S. (2011). Parents' and Teachers' Perceptions of Transition Practices in Kindergarten. Exceptionality Education International, 21(2), 62–73. http://ir.lib.uwo.ca/eeihttp://ir.lib.uwo.ca/eei/vol21/iss2/7.

Phatudi, N. C. & Margetts, K. (2011). The social and emotional development of Grade I children in South Africa: the case of two township primary schools. Journal of Educational Studies, 10(2), 61 – 75.

Polat, Ö., & Yavuz, E. A. . (2016). The Relationship Between the duration of preschool education and primary school readiness. Childhood Education, 92(5), 396–404. https://doi.org/10.1080/00094056.2016.1226115

Pratt, M. E., Lipscomb, S. T., & Schmitt, S. A. (2015). The Effect of Head Start on Parenting Outcomes for Children Living in Non-parental Care. Journal of Child and Family Studies, 24(10), 2944–2956. https://doi.org/10.1007/s10826-014-0098-y

Pugh, G. (2010). Improving Outcomes for Young Children: can we narrow the gap? *Early Years*, 30(1), 5-14. https://doi.org.10.1080/09575140903107696

Pyle, A., and Bigelow, A. (2015). Play in Kindergarten: An Interview and Observational Study in Three Canadian Classrooms. Early Childhood Education Journal. Vol. 43. No. 5, 385-393.

Qi, C. H., & Kaiser, A. P. (2003). Behaviour problems of preschool children from low-income families: Review of the literature. Topics in Early Childhood Special Education, 23(4), 188–216. https://doi.org/10.1177/02711214030230040201

Rajiah, S. & Aliraja, S. (2016). Early Identification and Intervention in Early Years: Preschool Teachers in Mauritius. *International Journal of Educational Science and Research*, 6(3), 119-130. Available at SSRN: https://ssrn.com/abstract=2838189

Rajiah, S. (2017). Understanding Transition: An analysis of Transition Practices from Preschools to Primary Schools in Mauritius. International Journal of Educational Science and Research, 7(5), 77-90. http://dx.doi.org/10.24247/ijesroct201712

Raver, C. C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. Social Policy Report, 16, 3–18.

Rimm-Kaufman, S. E., & Pianta, R. C. (2000). An Ecological Perspective on the Transition to Kindergarten: A Theoretical Framework to Guide Empirical Research. Journal of Applied Developmental Psychology, 21(5), 491–511.

Rimm-Kaufman, S. E., Pianta, R. C., & Cox, M. J. (1993). Teachers' Judgments of Problems in the Transition to Kindergarten. 15(2).

Rimm- Kaufman, S. & Sandilos, L. (2017). School Transition and School Readiness: An Outcome of Early Childhood Development. In: Tremblay RE, Boivin M, Peters RDeV, eds. *Encyclopedia on Early Childhood Development*.

Ring, E., Mhic Mhathúna, M., Moloney, M., Hayes, N., Breathnach, D., Stafford, P., Carswell, D., Keegan, S., Kelleher, C., McCafferty, D., O'Keeffe, A., Leavy, A., Madden, R. and Ozonyia, M. (2016). An examination of concepts of school readiness among parents and educators in Ireland. Dublin: Department of Children and Youth Affairs. Available at: https://arrow.tudublin.ie/aaschsslrep/30/

Ritchie, J. & Lewis, J. (2003). Qualitative Research Practice. A Guide for Social Science Students and Researchers. SAGE Publications.

Richie, J. & Spencer, L. (1994). Qualitative Data Analysis, A guide for Social Science Students and Reserachers, SAGE Publication.

Roberts, A., LoCasale-Crouch, J., Hamre, B., & DeCoster, J. (2016). Exploring Teacher's Depressive Symptoms, Interaction Quality and Children's Social-Emotional Development

in Head Start. Early Education and Development, 27(5), 642–654. https://doi.org/10.1080/10409289.2016.1127088

Rose, J., & Rogers, S. (2012). Principles under pressure: Student teachers' perspectives on final teaching practice in early childhood classrooms. *International Journal of Early Years Education*, 20(1), 43–58. https://doi.org/10.1080/09669760.2012.664472

Rosenkoetter, S., Schroeder, C., Rous, B., Hains, A. Shaw, J., & Mccormik, K. (2009). Opening Doors to Success Summary of Findings from the Research on Child-Focused Transition. Retrieved from www.hdi.uky.edu/nectc/nectc/

Rous, B. (2008). Recommended Transition Practices for Young Children and Families: Results from a national validation survey (Technical Report #3). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center. Retrieved from http://www.ihdi.uky.edu/nectc

Şahin Sak, İ. T. (2015). School readiness: the views of pre-service preschool teachers and pre-service primary teachers. Early Child Development and Care, 186(4), 509–525. https://doi.org/10.1080/03004430.2015.1040784

Sak, R., Sak, İ. T. Ş., & Tuncer, N. (2016). Turkish Preschool Children's Perceptions and Expectations Related to 1st-Grade Education. *Childhood Education*, 92(2), 149–154. https://doi.org/10.1080/00094056.2016.1150754

Sakellariou, M., & Sivropoulou, I. (2010). Family and Kindergarten Cooperation within the Framework of Children's Transition from Kindergarten to Primary School. *The International Journal of Interdisciplinary Social Sciences*, 5(4), pp. 345-359. http://dx.doi.org/10.18848/1833-1882/CGP/v05i04/51682

Santos, A. I. (2015). Between Preschool and Primary Education—Reading and Writing from the Perspective of Preschool and Primary Teachers. International Education Studies, 8(11), 211. https://doi.org/10.5539/ies.v8n11p211

Savaş, H. (2016). Maintaining the efficacy of warm-up activities in efl classrooms: An exploratory action research. *Journal of Qualitative Research in Education*, 4(2), 65-85. http://dx.doi.org/10.14689/issn.2148-2624.1.4c2s4m

Sauba, D. & Lutchmiah, B. (2011). *A study of the conditions of schooling and the quality of education*. SACMEQ III Project. Mauritius.

Sayeki, Y., Ueno, N., & Nagasaka, T. (1991). Mediation as a generative mode for obtaining an area. *Learning and Instruction*, I, 229-242. https://doi.org/10.1016/0959-4752(91)90005-S

Schoenfeld, A. H., & Stipek, D. (2011). Math matters: children's mathematical journeys start early. Report of the Pathways for Supporting Early Mathematics Learning Conference. Berkeley, CA.

Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes. *Developmental Psychology*, 41(6), 860–871. https://doi.org/10.1037/0012-1649.41.6.860

Scrimgeour, M. B., Davis, E. L., & Buss, K. A. (2016). You get what you get and you don't throw a fit!: emotion socialisation and child physiology jointly predict early prosocial development. *Developmental Psychology*, 52(1), 102-116. https://dx.doi.org/10.1037%2Fdev0000071

Sfard, A. (2008). *Thinking as communicating: Human development, the growth of discourses, and mathematizing*. Cambridge: Cambridge University Press.

Shanahan, M. (2000). Being that bit older: Mature students' experience of university and health care education. *Occupational Therapy International*, 7(3), 153–162.

Sherry, K., & Draper, C. E. (2013). The relationship between gross motor skills and school readiness in early childhood: Making the case in South Africa. *Early Child Development and Care*, *183*(9), 1293–1310. https://doi.org.10.1080/03004430.2012.721358

Siegler, R. S., Duncan, G. J., Davis-Kean, P. E., Duckworth, K., Claessens, A., Engel, M., Susperreguy, M. I., & Chen, M. (2012). Early predictors of high school mathematics achievement. *Psychological Science*, 23, 691-697.

Silva, E. (2009). Measuring skills for 21st-century learning. *Phi Delta Kappan*, 90(9), 630.

Sink, C. A., Edwards, C. N., & Weir, S. J. (2007). Helping Children Transition from Kindergarten to First Grade. *Professional School Counseling*. https://doi.org/10.1177/2156759X0701000303

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. & Bell, D. (2002). *Researching effective pedagogy in the early years*. DfES Research Report 356 Queen's Printer HMSO London.

Slot, P., Lerkkanen, M. K., & Leseman, P. (2015). *The relations between structural quality and process quality in European early childhood education and care provisions: secondary analyses of large-scale studies in five countries*. CARE – Curriculum and quality analysis and Impact Review of European ECEC. Retrieved from: https://ecec-care.org/fileadmin/careproject/Publications/reports/CARE_WP2_D2__2_Secondary_data_analyses.pdf

Smith, N. (2002). Transition to the School Playground: An intervention programme for nursery children. *Early Years*, 22, 129–146.

Smith, J. & Firth, J. (2011). Qualitative data analysis: the framework approach. *Nurse researcher*, 18(2), pp. 52–62.

Sobhee, S. K. (2009). The economic success of Mauritius: Lessons and policy options for Africa. *Journal of Economic Policy Reform*, 12(1), 29–42. https://doi.org/10.1080/17487870902739186

Sofou, E. & Tsafos, V. (2010). Preschool Teachers' Understandings of the National Preschool Curriculum in Greece. *Early Childhood Education Journal*, 37(5), 411-420. DOI: 10.1007/s10643-009-0368-2

Sollars, V. & Misfud, S. (2016). … WHEN THE BELL RINGS, YOU CAN TALK: EXPERIENCING THE PRESCHOOL TO SCHOOL TRANSITION. *International Journal of Transitions in Childhood*, 9, 3-19.

Sommer, R. (1977). Classroom layout. *Theory into Practice*, 16(3), 174–175.

Son, S. C., Kwon, K., Jeon, H, & Hong, S. (2013), Head Start Classrooms and Children's School Readiness Benefit from Teacher's Qualifications and Ongoing Training. *Child and Youth Care Forum*, 4(42), 525-553. https://doi.org/10.1007/s10566-013-9213-2

Stainback, S., & Stainback, W. (1984). Methodological Considerations in Qualitative Research. *Journal of the Association for Persons with Severe Handicaps*, 9(4), 296–303. https://doi.org/10.1177/154079698400900407.

Standards and Testing Agency, (2016). *Early Years Foundation Stage Profile 2017 Handbook.* https://www.aaia.org.uk/news/category/early-years-foundation-stage-profile

Statutory framework for the Early Years Foundation Stage. (2017a). *Setting the standards for learning, development and care for children from birth to five*. Retrieved from www.gov.uk/ofsted

Statutory framework for the Early Years Foundation Stage. (2017b). *Setting the standards for learning, development and care for children from birth to five*. Retrieved from www.gov.uk/ofsted

Stormshak, E.A., Kaminski, R.A. & Goodman, M.R. Enhancing the Parenting Skills of Head Start Families during the Transition to Kindergarten. *Prev Sci* 3, 223–234 (2002) https://doi.org/10.1023/A:1019998601210.

Strauss, A. (1987). *Qualitative Analysis for Social Scientists*. Cambridge, NY.: Cambridge University Press.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Grounded theory procedures and techniques* (2nd ed.). Newbury Park, CA: Sage.

Subramanian, A. (2009). "*The Mauritian Success Story and its Lessons*." Research Paper 2009/36, United Nations University–World Institute for Development Economics Research, Helsinki

Subramanian, A. & D. Roy. (2001). "*Who Can Explain the Mauritian Miracle: Meade, Romer, Sachs, or Rodrik?*" IMF working paper, WP/01/116, Washington, DC.

Subrun, V. & Subrun, L. (2015). Provision of Quality Education Mauritius in Quest of Quality Education. *International Journal of Learning, Teaching and Educational Research Special Issue*, 13(4), 41-48.

Sylva, K., Melhuish, E., Sammons, P., Siraj, I. and Taggart, B. (2014). *The Effective Preschool, Primary and Secondary Education Project (EPPSE 3-16+) Students' educational outcomes at age 16*. Department for Education. RR 354.

Sylva, K., Siraj-Blatchford, I., Taggert, B., Sammons, P., Elliot, K., and Melhuish, E. (2004). *The Effective Provision of Preschool Education (EPPE) Project Technical Paper 12 – The Final Report: Effective Preschool Education*. London: DfES and Institute of Education, University of London. Accessed at https://dera.ioe.ac.uk/8543/7/SSUSF-2004-01.pdf

Systems Approach for Better Education Results (SABER). (2012). *Early Childhood Development*. SABER Country Report. Mauritius.

Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to Qualitative Research Methods: A Guidebook and Resource* (4th Ed.). Wiley. ISBN-10 : 1118767217 ISBN-13 : 978-1118767214

Thancanamootoo, S. (2010). *National Curriculum Framework PrePrimary*. Preface. Available at https://education.govmu.org/Pages/Education%20Sectors/Pre-Primary-Education.aspx

Thomas, E. & Magilvy, J. K. (2011). Qualitative Rigor or Research Validity in Qualitative Research. *Journal for Specialists in Pediatric Nursing*, 16(2), pp. 151-155. https://doi.org/10.1111/j.1744-6155.2011.00283.x

Thulin, S. (2011). *Teacher Talk and Children's Queries: Communication about Natural Science in Early Childhood Education*. PhD Thesis, Gothenburg: Gothenburg University.

Tickell. C. (2011). *The Early Years: Foundations for life, health and learning: Independent Report on the Early Years Foundation Stage to Her Majesty's Government* http://www3.hants.gov.uk/the_tickell_review_the_early_years_foundations_for_life__health_and_learning.pdf

Timmermans, I. (2017.). *Quality of pre-primary education in Mauritius*. Master's Thesis Youth, Education and Society. University of Utrecht. Retrieved from http://dspace.library.uu.nl/handle/1874/354175.

Tirvassen, R. (2012). *L'entrée dans le bilinguisme* [Texte imprimé] : morceaux choisis / sous la direction de Rada Tirvassen ; préface de Colette Noyau. Paris : l'Harmattan. ISBN 78-2-296-96685-7 (br.) : 21 EUR EAN 9782296966857

Tirvassen, R. (2009). *La langue maternelle à l'école dans l'océan Indien* [Texte imprimé] : Comores, Madagascar, Maurice, Réunion, Seychelles / Rada Tirvassen,... & UMR 7114 du CNRS. Paris : l'Harmattan. ISBN 978-2-296-10800-4 (br.) : 21 EUR EAN 9782296108004

Tirvassen, R. & Ramasawmy, S. (2017). Deconstructing and reinventing the concept of multilingualism: A case study of the Mauritian sociolinguistic landscape. *Stellenbosch Papers in Linguistics Plus*, 51, pp 41-59. https://doi.org/10.5842/51-0-698

Tobin, G. & Begley, C. (2004). Methodological rigot within a qualitative framework. *Journal of Advanced Nursing*, 48(4), pp. 388-396. http://dx.doi.org/10.1111/j.1365-2648.2004.03207.x

Tottle, S. (2016). *The Researcher Effect: How Qualitative Research Can be Valid, Reliable and Transparent*. Linkedin. Available at https://www.linkedin.com/pulse/researcher-effect-how-qualitative-research-can-valid-reliable-tottle/

Tracy, S. J. (2013). *Qualitative research methods: Collecting evidece, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell.

Tremblay, R. E., Nagin, D. S., Seguin, J. R., Zoccolillo, M., Zelazo, P. D., Boivin, M., Japel, C. (2004).Physical aggression during early childhood: Trajectories and predictors. *Pediatrics,* 114(1), 43–50. https://doi.org/10.1542/peds.114.1.e43

Trentacosta, C. J., & Izard, C. E. (2007). Kindergarten children's emotion competence as a predictor of their academic competence in first grade. *Emotion*, 7(1), 77.

Turunen T. (2014). *Experienced and Recalled Transition: Starting School as Part of Life History*. In: Perry B., Dockett S., Petriwskyj A. (Eds) Transitions to School - International Research, Policy and Practice. International perspectives on early childhood education and development, vol. 9. Springer, Dordrecht. https://doi.org/1007/978-94-007-7350-9_11

UNESCO. (2010/2011). *World data on education* (2010–2011). Available at http://www.ibe.unesco/org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Mauritius.pdf.

UNESCO. (2006). *Guidelines on Intercultural Education, UNESCO Section of Education for Peace and Human Rights, Division for the Promotion of Quality Education*. Education Sector. France. Available at http://www.ugr.es/~javera/pdf/DB2.pdf.

UNESCO. (2014). *UNESCO Education Strategy 2014-2021*. Available at https://unesdoc.unesco.org/ark:/48223/pf0000231288

UNESCO. (2014). *EFA Global Monitoring Report - Teaching and learning: Achieving quality for all*. Paris. Available at https://en.unesco.org/gem-report/report/2014/teaching-and-learning-achieving-quality-all

UNESCO. (2015). *National EFA 2015 review report Mauritius*. Available at https://unesdoc.unesco.org/ark:/48223/pf0000231077.

UNICEF (2012). *School readines: A conceptual framework*. United Nations Children's Fund. New York, NY.

Urbina-Garcia, M. A. (2018). *Transition from Preschool to First Grade Primary School in Mexico: The Perceptions of Teachers, Headteachers and Parents*. Doctoral dissertation, University of York.

van Gennep, A. (1960). *The rites of passage*. (trans: Minika, B. V. & G. L. Caffee). London: Routledge and Kegan Paul.van Gennep, A. The Rites of Passage, Second Edition.

Vandell, D. L. & Wolfe, B. (2000). *Child Care Quality: Does It Matter and Does It Need to Be Improved?*. Institute for Research on Poverty Special Report no. 78 Retrieved from http://www.ssc.wisc.edu/irp/

Velandia, R. (2008). The Role of Warming Up Activities in Adolescent Students' Involvement during the English Class. *Profile Issues in Teachers` Professional Development*, (10), 9-26. Retrieved September 03, 2020, from http://www.scielo.org.co/scielo

Vogler, P., Crivello, G., & Woodhead, M. (2008). Early childhood transitions research: A review of concepts, theory, and practice. *Early Childhood Development*. www.greenink.co.uk

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge MA: Harvard University Press.Vygotsky-Mind-in-Society.

Vygotsky, L. S. (1986). *Thought and language*; Ed. and Trans. The MIT Press, Cambridge.

Walan S., & Chang Rundgren, S. N. (2014) Investigating preschool and primary school teachers' self-efficacy and needs in teaching science: a pilot study. *Centre for Educational Policy Studies Journal*, 4(1), 51-67 - URN: urn:nbn:de:0111-opus-88792.

Walkerdine. V, (1988). *Tire mastery of reason*. London: Routledge.

Wall, K., Arnott, L., Cassidy, C., Beaton, M., Christensen, P., Dockett, S., Hall, E., I'Anson, J., Kanyal, M., McKernan, G., Pramling, I., & Robinson, C. (2017). Look who's talking: eliciting the voices of children from birth to seven. *International Journal of Student Voice*, *2*(1).

Walsh, G., Sproule, L., McGuinness, C., Trew, K. & Ingram, G. (2010). *Developmentally appropriate practice and play-based pedagogies in early years education: A literature review of research and practice*. Belfast: CCEA.

Walsh, G., Taylor, D., Sproule, L. & McGuiness, C. (2008). *Debating the transition from play-based to formal practice: implications for early years teachers and policy makers*. Belfast: CCEA.

Wasik B. A & Hindman A. H. (2011) Low-income children learning language and early literacy skills: The effects of a teacher professional development model on teacher and child outcomes. *Journal of Educational Psychology*. 103:455–469. https://doi.org/10.1037/a0023067.

Wasik, B. A., Bond, M. A., and Hindman, A. (2006). The effects of a language and literacy intervention on Head Start children and teachers. *Journal of Educational Psychology*, 98: 63-74. https://doi.org/10.1037/00220663.98.1.63.

Watts, T. W., Duncan, G. J., Chen, M., Claessens, A., Davis-Kean, P. E., Duckworth, K., Susperreguy, M. I. (2015). The role of mediators in the development of longitudinal mathematics achievement associations. *Child Development*, 86(6), 1892–1907.

Watts, T. W., Duncan, G.J., & Siegler, R.S., & Davis-Kean, P.E. (2014). What's Past Is Prologue: Relations Between Early Mathematics Knowledge and High School Achievement. *Educational Researcher*, 43(7), 352–360. https://doi.org/10.3102/0013189X14553660

Winkel, N. (1955). The language problem in Antillean education. *Christopher*, 1(2), 68-78. Retrieved from http://www/jstor.org/stable/41850768

Wood, E. & Hedges, H. (2016). Curriculum in early childhood education: critical questions about content, coherence, and control. *The Curriculum Journal*, 27(3), 387-405. https://doi.org/10.1080/09585176.2015.1129981.

Woodhead, M. & Moss, P. (2008). *Early Childhood and Primary Education: Transitions in the Lives of Young Children*. Early Childhood in Focus (2). Milton Keynes: Open University. Available at http://oro.open.ac.uk/16667/1/ECiF2.DAT.pdf.

World Bank. (2006). *INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT COUNTRY PARTNERSHIP STRATEGY FOR THE REPUBLIC OF MAURITIUS*. IBRD/World Bank: Washington, D. C. Available on-line at http://wwwwds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2006/11/27/000020953_2 0061127115847/Rendered/PDF/37703.pdf.

World Bank. (2016). *Open data (Mauritius)*. Available at https://data.worldbank.org/country/mauritius.

World Data on Education. (2007). *International Bureau of Education (IBE) United Nations Educational Scientific and Cultural Organisation (UNESCO)*.

Yin, R. K. (2014). *Case Study Research Design and Methods* (5th Ed.). Thousand Oaks, CA: Sage.

Zafar, A. (2011). *Mauritius: An Economic Success Story*. World Bank Group.

Zembat, R, Yavuz, E. A., Tunçeli, H. I., & Yorulmaz, A. (2018). The Curriculum of Preschool and Primary School: Examination of Teacher Candidates' Views. *Bartin University Journal of Faculty of Education*, 7(3), 902-934.

Zigler, E. F., Singer, D. G., and Bishop-Josef, S.J. (Eds.), (2004). *Children's Play: The Roots of Reading*. Washington, DC: Zero to Three.

Zigler, E. F., Singer, D. G., and Bishop-Josef, S.J. (Eds.), (2009). *Play Under Siege: A Historical Overview*. Washington, DC: Zero to Three.

APPENDIX A

APPENDIX I: Ethical Clearance approval letter

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

14 October 2015

Ms Saraswatee Rajiah 213573530
School of Education
Edgewood Campus

Dear Ms Rajiah

Protocol reference number: HSS/1316/015D
Project title: Transition practices of sending and receiving teachers

Full Approval – Expedited Application

In response to your application received on 17 September 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

████████

....
Dr Shenuka Singh(Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Jaya Naidoo
cc. Academic Leader: Professor P Morojele
cc. School Administrstor: Ms T Khumalo

APPENDIX II: Letter from editor

Brinda Navjee

Maple Ridge, Vancouver, BC

Date: 12th July 2021

To whom it may concern

This is to certify that the Thesis: Transition Practices of Sending and Receiving Teachers by Saraswatee Rajiah has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Brinda Navjee

Email address: bnavjee@yahoo.ca

Contact Number: +1604-347-7947

APPENDIX III: Turnitin similarity index

Transition practices of sending and receiving teachers

ORIGINALITY REPORT

15%	13%	5%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ministry-education.govmu.org Internet Source	1%
2	ccsenet.org Internet Source	1%
3	journals.sagepub.com Internet Source	<1%
4	Submitted to Open University of Mauritius Student Paper	<1%
5	www.ncca.ie Internet Source	<1%
6	hdl.handle.net Internet Source	<1%
7	www.tandfonline.com Internet Source	<1%
8	people.ucsc.edu Internet Source	<1%
9	uir.unisa.ac.za Internet Source	<1%

APPENDIX IV: Gatekeeper Permission

To   24thJuly 2015

The Senior Chief Executive

Ministry of Education and Human Resources, Tertiary Education and Scientific Research

Dear Sir/Madam

I, the undersigned is presently a doctoral student of University of Kwa Zulu Natal. I have to undertake a research study. I intend to explore how sending and receiving teachers manage transition in preschools and primary schools, what understandings and principles underpin the way sending and receiving teachers manage transition, and why do sending and receiving teachers have these understandings and principles of managing transitions. I am seeking your permission to interview and observe teachers working in pre-primary and primary schools, with regard to answer the questions for my study.

The research consists of observing teachers working with Standard I and preschool teachers working with 5year olds, in their classroom settings. I will also conduct interviews after school hours, so as not to hinder the running of the day and also because it will be videotaped for enriched data collection. I want to assure you that every precaution will be taken to ensure the anonymity and confidentiality of the information provided by the teachers. The data will always be kept in a locked cabinet in my office. The names of participants will not be on any text and in the study, only pseudonyms will be used. The identity of the schools will not be revealed. As with any research conducted under the auspices of the University, it is guided by strict ethical considerations that protect the participant at all times. Such considerations are anonymity, confidentiality of responses and the right to withdraw from the study at any time.

It is hoped that the findings of the research will not only enrich my own understandings of transition practices but will be used to improve the teaching of teachers working with 5 year olds learners who will leave preschools to join primary schools.

Yours faithfully,

(Ms. Rajiah Saraswatee)

C.C.: The Director

        Pre-primary and Primary Education

Appendix V: Informed consent letter

………….
School of Education, College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is Saraswatee Rajiah. I am a doctoral candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in studying transition of preschoolers moving to primary schools through the preschool teachers and primary school teachers. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 45 minutes to 1 hour.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

Equipment	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:
Email: s.rajiah@mieonline.org
Cell: ███████

My Supervisor is Dr. Jayaluxmi Naidoo who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.
Contact details: email: naidooj2@ukzn.ac.za Phone number: +27312601127.

You may also contact the Research Office through:
Ms P Ximba (HSSREC Research Office)
Tel: 031 260 3587
Email: ximbap@ukzn.ac.za)
Thank you for your contribution to this research.

DECLARATION

I…………………………………………………………………… (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   **DATE**

……………………………………   …………………

APPENDIX B

APPENDIX VI: INTERVIEW SCHEDULE: PILOT CASES

Section: A

Name and Designation: _____

Name of School you are working with affiliation details: _____

Professional Qualification: _____

Teaching Experience: _____

Role in Transition: _____

Teaching Experience in transition role: _____

Section: B

1. Does your school prepare children adequately to join formal schools?
2. Does the National Curriculum Framework help you prepare children for formal schooling?
3. Does the National Curriculum Framework provide any guideline on how to smooth transition of children in primary schools?
4. Does your school provide a diary to record preschool classroom preparation?
5. Does your school record the primary classroom preparation of preschool students?
6. Do you prepare children for primary schools? If yes/no, why do you do so?
7. Is there any guideline that you use to teach children? If yes/no, which guideline and how do you use it?

Section: C

The researcher will note down her Observations regarding transition practices at the real   setting:

…………...………………………………………………………………………..…
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

APPENDIX VII: INTERVIEW PROTOCOL

Interviewee (Title and Name): _____

Role: _____

Name of School: _____

School Domain: _____

Qualifications: _____

Teaching Experience: _____

About the participant and the school

1. How long have you been teaching 5 year olds?

2. How many years of experience do you have in teaching young children?

3. How long have you been teaching in this school?

4. What are your qualifications?

5. Do you prepare children for primary schools? If yes/no, why do you do so?

Teaching practices

6. What do you teach the 5 year olds?

7. What are the different strategies you use to teach young children?

8. How do you know what to teach them?

9. What do you do to determine if learning has taken place?

10. Can you say that you prepare children adequately for formal schools?

11. Is there any guideline that you use to teach children? If yes/no, which guideline and how do you use it?

School Readiness

12. What are the ways that you prepare children to join primary schools?

13. How do you know if children are ready for formal schooling?

14. According to you, what do you need to teach children so they can go through transition from preschools to primary schools easily?

15. What do children need to know to be able to adjust in primary schools?

16. How do you ensure that they have acquired those knowledge?

17. What are the different skills children need to acquire?

18. Why do children need to acquire these skills?

19. How do you cater for acquisition of these skills?

20. How do you teach the children those knowledge and skills they need to be in primary schools?

21. Why do you teach them the way you teach?

Continuity in education

22. What do you do in your classroom to ensure that children will move to formal schooling easily?

23. How do you ensure that the knowledge that children acquired will be of use in formal schools?

24. What are the concepts that children need to know before they joining primary schools?

25. Why do you think that children should know these concepts?

Policy

26. You must have heard of the DLP/PSR. How can these documents be useful in your practice?

27. According to you who is responsible for the transition of children from preschools to formal schools?

28. Are you told how to prepare children for their smooth transition to primary schools?

29. What are the different means you use to ease transition of children from preschools to primary schools?

Close ended questions

30. Do all 5 year olds go to the same primary schools?

31. Can you say that you prepare children adequately to join formal schools?

32. Are you aware of what children do in preschools and primary schools classrooms?

33. Does the NCF help you prepare children for formal schooling?

34. Does the NCF provide any guideline on how to smooth transition of children in primary schools?

35. Do you know how children learn in different settings?

36. Have you heard of the DLP/PSR?

Anything you would like to add:

……

……

……

……

……

……

APPENDIX VIII: INTERVIEW PROTOCOL

Name and Designation: _____

Name of School you are working with affiliation details: _____

Professional Qualification: _____

Teaching Experience: _____

Role in Transition: _____

Teaching Experience in transition role: _____

1. Background of Mauritian education system

a. Colonisation of Mauritius

1. Can you name the different settlers who came to Mauritius?

2. What is the last colonisation that Mauritius has seen?

b. Mauritius Constitution in English language

1. What is the official language of the country?

2. Which language do you use in your classroom?

3. Why do you use so?

4. Which language is supposed to be used in the classroom?

5. Is it possible to stick to one language? If yes or no, explain why.

c. Primary education cycle

1. How will you describe the primary education cycle?

2. Do you find any different between the previous primary education cycle and the NYCBE? If yes or no, please explain the difference.

2. Reform in primary education policy

a. ECCEA Act

1. How does the ECCEA support t teachers in smoothing the transition of children from preschool to primary schools?

2. You are aware that there is a SEN Unit in ECCEA. If yes/no, how do you think the SEN Unit help preschool teachers in transition process?

b. Pre-Primary National Curriculum Framework

1. Do you use the National Curriculum Framework? If yes, how often? If no, why?
2. Does the National Curriculum Framework enable you to prepare children for transition? Which parts of it and how?

c. Developmental learner profile

1. You must have heard of the DLP/PSR. How can these documents be useful in your practice?
2. According to you who is responsible for the transition of children from preschools to formal schools?
3. Are you told how to prepare children for their smooth transition to primary schools?
4. What are the different means you use to ease transition of children from preschools to primary schools?

d. Factors influencing transition of children

1. According to you, what are the factors that influence transition of children?
2. What do you do at your end to prevent these factors from influencing the transition of children in your classroom?

i. adjustment to formal school

1. What do you do to enable children to adjust to formal schools?
2. How do you know if what you do actually enable children to adjust to formal schools?

ii. Sense of belonging - factor for adjustment

1. How does the sense of belonging to an environment helps children to adjust in an environment?
2. How can you make children feel that they belong to an environment?

3. School Readiness

1. What are the ways that you prepare children to join primary schools?
2. How do you know if children are ready for formal schooling?
3. According to you, what do you need to teach children so they can go through transition from preschools to primary schools easily?
4. What do children need to know to be able to adjust in primary schools?
5. How do you ensure that they have acquired that knowledge?
6. What are the different skills children need to acquire?
7. Why do children need to acquire these skills?
8. How do you cater for acquisition of these skills?
9. How do you teach the children those knowledge and skills they need to be in primary schools?
10. Why do you teach them the way you teach?

4. Teaching practices

1. What do you teach the 5 year olds?
2. What are the different strategies you use to teach young children?
3. How do you know what to teach them?
4. What do you do to determine if learning has taken place?
5. Can you say that you prepare children adequately for formal schools?

5. Continuity in education

1. What do you do in your classroom to ensure that children will move to formal schooling easily?
2. How do you ensure that the knowledge that children acquired will be of use in formal schools?
3. What are the concepts that children need to know before they joining primary schools?
4. Why do you think that children should know these concepts?

APPENDIX IX: Observation Protocol

- The setting
    - The physical environment – the classroom, the school
    - The context – preschool or primary school
    - Allocation of space
    - Resources available

- The participants
    - The preschool teacher or the primary school teacher
    - Their roles
    - Characteristics of the participants
    - The ways the teachers organise themselves

- Activities and Interactions
    - What is happening?
    - The sequence of activities
    - Interaction that takes place
    - Structure of activities
    - Types of activities
    - Rules and norms within the classroom

- Conversation
    - Types of conversation that takes place
    - Who talks to whom?
    - Who listens?
    - Types of communication – verbal or non-verbal

- Subtle factors
    - Informal or unplanned activities
    - Symbolic and connotative meanings of words
    - What has not happened

- My behaviour
    - My role as the observer
    - How my role affects the scene under observation
    - My thoughts about what is happening

APPENDIX C: Protocols & Code books

APPENDIX III: Code book for conceptual lenses

Description (Nvivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept
colonisation	Portuguese discovered mauritius . The Dutch were first settlers . Colonisation started	Dutch Colony	colonisation of Mauritius	British Education System	Education reform	educatio reforms for pre-primary school readiness
British colony	The Dutch were succeeded by British. British colony established	British colony				
multilingual, multi-ethnic and multicultural island	Mauritius is known as the multilingual, multi-ethnic and multicultural island due to colonisation	Multi-lingual	Mauritius Constitution in English language			
Pluristic society	Mauritius as French Colony promoted linguistic diversity .This is directly related to culture and educational concepts	impact of colonisation on education				
Constitutional Conference	Mauritius Constitutional Conference with English as official language	Official language				
British education system	Influence of British on the education system of Mauritius	English language for education system				
Compulsory and free primary education	Investment of resources in the education sector for the development of Mauritius	Free Primary Education	primary education cycle	Reform in education policy		
Nine-year compulsory and fundamental education cycle	Nine-year compulsory and fundamental education cycle and pre-vocational stream was introduced.	Nine-year education cycle				

Teacher-Child ratio	the number of children a teacher can work with for quality teaching	reform in primary teaching	Reform in primary Education Policy			
Strategy Document on special education needs	National Policy and Strategy Document on Special Education Needs and Inclusive Education	Policy on special education needs				
pre-school services in primary curriculum	quality of preschool services as pre-primary curriculum	reform in primary curriculum				
smooth children transition (pre-primary to primary schools).	Early Childhood Care and Education Authority Act was promulgated Bridging the Gap Project to smooth transition of children from pre-primary to primary schools.	Early Childhood Care and Education Authority Act	ECCEA Act	Reform in Pre-primary Education policy		
special education need policy	Set up of SEN Unit to implement SEN policy through the ECCEA	Early Childhood Care and Education Authority Act			School Readiness	
preschooland primary education	National Curriculum Framework for Pre-Primary was created	Pre-Primary National Curriculam Framework	Pre-PrimaryNational Curriculam Framework			

Description (Nvivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept
readiness of the new entrants	Introduction of Developmental Learner Profile	Preschool teachers	Developmental learner profile	Early Childhood Education		
Guideline for preschool teachers	Preschool curriculum guideline for development of children	Preschool teachers				
Literacy, numeracy, socio-emotional competencies	What children need to know before going to primary school	Preschool teaching				
Introduction of Developmental Learner Profile	What teacher need to know about child going from pre-primary to primary school	Introduction of Developmental Learner Profile				

249

Factors influencing transition of children	Age of entry to formal school; Difference in settings; Relationships; Curriculum continuity	Factors influencing transition of children	Preschool teachers and transition practices	Preparing children for formal schooling	Transition practices theory	Theory and models of transition practices
Parent - teacher relationship; Parental involvement	Parental involvement in education of children leads to successful transition	Preschool and primary school				
Policy to prepare children for formal schooling	It is mandatory to prepare children for formal schooling.	Preschool teachers				
Transition practices	How preschool and primary school teachers construct their practices.	Need for transition practices	What transition practices work?			

Factors influencing transition of children; Adjustment in primary school; Quality education	Provision of quality education to prepare children for formal schooling	Factors influencing transition of children		
Sense of belonging; Adjustment	Teacher-child relationship during transition improves adjustment	Sense of belonging - factor for adjustment	Adjusting to formal schooling	Primary school
Transition practices	Sending and receiving teachers practices during transition process	Transition practices		
behavioral skills; socio-emotional development	Behavioral skills and socio-emotional development determines adjustment to formal schools	adjustment to formal school		

socio-emotional development	socio-emotional development of the child and adjustment in formal classroom	adjustment to formal school				
Curriculum continuity; curriculum guidelines; building on existing knowledge	Curriculum continuity as transition practice	Transition practices	Types of transition practices internationally	Curriculum continuity as transition practice		
Building on existing knowledge	Curriculum continuity as transition practice	Transition practices				
Teachers transition practices	how can teacher implement effective transition practices	Transition practices				

Class size, subject based curriculum, school rules, homework, tight timetable, long school hours, literacy and numeracy skills	Determinants of effective transition	Challenges of transition	Transition practices for school readiness	Preschools practices		
School readiness; preschool curriculum guidelines	Knowledge and skills children should acquire through a guided curriculum	School readiness; curriculum guidelines				
Policy decision; Provision of quality early years education	Introduction of EYFS	Quality Education	Early years education transition practices in UK	British transition practices		

Assessment of children; Record of observation; Curriculum Framework; Guideline for teachers	What children need to know before going to primary school	Preschool teacher			
School readiness; curriculum continuity	What teacher need to know about child going from pre-primary to primary school	Curriculum continuity; school readiness			
preschool versus primary school education	Differences between preschool and primary school	Distinction between preschool and primary school education	Pedagogical continuity as transition practice	Transition practices in preschools and primary schools	

Pedagogical continuity	Continuity of pedagogy to smooth transition to formal schooling	Pedagogical continuity				
Transition activities	Transition activities to prepare of children for transition from preschool to formal school	Transition practices	Transition practices for sending teachers			
Parental involvement	Parental involvement in education of children leads to successful transition and academic success	Transition practices				
Prepared teachers; Ready children; school readiness	Prepared teachers and ready children lead to positive transition	Readiness of teachers and children	Transition practices of receiving teachers			

Curriculum continuity	Curriculum continuity and sharing of information between preschools and primary schools	Transition practices			
Teacher - Child interaction; Emotional support	Teachers influence learning through interaction and emotional support	Primary teachers			
Classroom organization	Classroom organization in primary schools	Primary teachers			
Transition practices; family involvement	Transition practices involving families has positive effect on children's academic achievement	Preschool and Primary teachers	Quality teacher-focused transtion practices		
Policy to reduce drop-outs and failure rates;Quality primary education	Drop-outs and failure rates are of major concern to policy makers	Quality Education		Quality Education	

Description (Nvivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept
Role of the preschool teacher; Role of the primary school teacher	Role of preschool and primary school teachers in transition	Preschool and primary school teachers			Models of transition practices	
Consequential transition	Transfer of knowledge from one situation to another setting	Transition theory	Theory for present study	Consequential transition theory		
Types of transition	Consequential transition can be of four types	Transition theory				
Prepare children	How teachers prepare children for formal schooling	Transition theory				
Mediational transition	Study how teachers prepare children for the transition from preschool to primary school	Transition theory				

Teaching and learning in Early Childhood Education; Different transitions in the life of the child	Preschool and primary school teaching and learning in relation to different transitions the child has to go through in life	Strategic Plan 2008 - 2020	Education policy and reform	Policy and practices	School Readiness	
Preschool education; Cognitive skills; Behavioral skills; school readiness	Preschool teachers must prepare children for primary school education	Sending teachers				
Domains of development; foundations for learning in preschools; Policy	Sending teachers must ensure school readiness of children through the domains of development, self-development, with necessary skills and knowledge for further learning.	EHRSP 2008 – 2020				
School readiness; Role of sending teachers; Role of preschool education	Sending teachers must prepare children for primary school	Sending teachers focused transition practices	Transition practices of sending and receiving teachers			

Readiness; Quality of education	Quality of education to become ready for formal schooling.	Readiness as transition practice			
School readiness; Transition practices at receiving end	Receiving teachers practices and new learners at the time of transition.	Receiving teachers transition practices			
Sending teachers transition practices; School readiness	Sending teachers shape school experiences of children leading to school readiness	Sending teachers focused transition practices			
Skills for school readiness	Sending teachers teach skills to become ready for formal schools	Independent skills	Practices of sending teachers	Transition practices of sending teachers	
School readiness	What children need to acquire before going to primary school	Preschool education			
Skills for school readiness	What skills children should acquire for a smooth transition	Skills for primary schools			
Skills for school readiness	Skills children should acquire before moving to primary school	Factors of school readiness			

Readiness of children	Sending teachers must prepare children for primary school	Early Childhood Care Education setting				
Quality Early Childhood Education; Curriculum guidelines; Policy	National Curriculum guidelines to ensure quality early childhood education	Quality Early Childhood Education	Curriculum guidelines and quality education	Quality Early Childhood Education	National Curriculum Framework and transition practices	
Teacher-focused transition practices; Curriculum guidelines	Teachers transition practices influenced by curriculum guidelines	Curriculum guidelines				
Policy; Teachers' characteristics	Teachers abiding to policies	Teacher practices	Practices and continuity in early childhood education	Pedagogical and Curriculum continuity		
Policy; National Curriculum Frameworks; Continuity	A link needs to be established between preschool and primary school curriculum to ensure continuity	Curriculum continuity				
Pedagogical continuity	For smooth transition to formal schooling there need to be continuity	Curriculum and pedagogical continuity				

Policy; National Curriculum Frameworks; Continuity; Academic achievement; Teacher transition practices	Transition practices of teachers are influenced by policy and curriculum guidelines	Teacher practices				
Teacher focused practices	Teacher creates the learner and the social being of the child	Teacher focused practices				
Sending teachers	Preschool teachers know the children in their setting before they go to primary school where the teacher knows nothing yet about them.	Sending teachers	Practices of sending and receiving teachers	Teaching process	Prepare children from preschools to primary schools	
Sending and receiving teachers	Teachers influence learning process of children	Teaching children				
Transition practices	Sharing of information on children by sending and receiving teachers.	Sending and receiving teachers				

Preschool practices	Preschool teachers help children develop socially.	Practices of sending teachers				
Receiving teachers; Transition practice; Effective teaching and learning	Receiving teachers focus on encouraging children to learn if they have the dispositions and attitudes.	Receiving teachers				
Language use for instruction; Transition Practice	Teachers must use appropriate language for instruction	Transition practices	Developmentally Appropriate practices in Early Childhood Education			
Teaching philosophy; Teacher focused	Sending and receiving teachers have their own teaching philosophy which needs to be bridged.	Philosophy of practice				
Profiling techniques; teaching practices	Techniques used by teachers to evaluate instruction	Appropriate teaching practice				
Academic skills	Emphasis is laid on academic skills during transition from preschool to primary school	Teaching in Early				

		Childhood Education				
Transition process; Continuity in learning;	Children should be prepared for continuity in learning in any transition process	Teaching for continuity	Pedagogical continuity in early years	Practices ensuring continuity		
School readiness of children; Preparation of children	What is expected from the child should be communicated to the child	Transition practices				
Pedagogical continuity	Pedagogy is the root of preparing children for primary schools	Early Childhood Education				
Receiving teachers; Transition practice; Continuity	Receiving teachers promote continuity through developmentally appropriate practices	Receiving teachers	Transition activities			
Transition activities; Transition practices; Sending teachers	Sending teachers can facilitate transition of children to primary schools through transition activities.	Sending teachers				
Transition activities; adjustment; transition practices	Transition activities to prepare of children for transition from preschool to formal school	Transition practices				

Description (Nvivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept
colonisation	Portuguese discovered mauritius . The Dutch were first settlers . Colonisation started	Dutch Colony	colonisation of Mauritius	British Education System	Education reform	educatio reforms for pre-primary school readiness
British colony	The Dutch were succeeded by British. British colony established	British colony				
multilingual, multi-ethnic and multicultural island	Mauritius is known as the multilingual, multi-ethnic and multicultural island due to colonisation	Multi-lingual	Mauritius Constitution in English language			
Pluristic society	Mauritius as French Colony promoted linguistic diversity .This is directly related to culture and educational concepts	impact of colonisation on education				
Constitutional Conference	Mauritius Constitutional Conference with English as official language	Official language				
British education system	Influence of British on the education system of Mauritius	English language for education system				
Compulsory and free primary education	Investment of resources in the education sector for the development of Mauritius	Free Primary Education	primary education cycle	Reform in education policy		
Nine-year compulsory and fundamental education cycle	Nine-year compulsory and fundamental education cycle and pre-vocational stream was introduced.	Nine-year education cycle				

Teacher-Child ratio	the number of children a teacher can work with for quality teaching	reform in primary teaching	Reform in primary Education Policy		
Strategy Document on special education needs	National Policy and Strategy Document on Special Education Needs and Inclusive Education	Policy on special education needs			
pre-school services in primary curriculum	quality of preschool services as pre-primary curriculum	reform in primary curriculum			
smooth children transition (pre-primary to primary schools).	Early Childhood Care and Education Authority Act was promulgated Bridging the Gap Project to smooth transition of children from pre-primary to primary schools.	Early Childhood Care and Education Authority Act	ECCEA Act	Reform in Pre-primary Education policy	School Readiness
special education need policy	Set up of SEN Unit to implement SEN policy through the ECCEA	Early Childhood Care and Education Authority Act			
preschooland primary education	National Curriculum Framework for Pre-Primary was created	Pre-Primary National Curriculam Framework	Pre-PrimaryNational Curriculam Framework		

Description (Invivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept
readiness of the new entrants	Introduction of Developmental Learner Profile	Preschool teachers				
Guideline for preschool teachers	Preschool curriculum guideline for development of children	Preschool teachers				
Literacy, numeracy, socio-emotional competencies	What children need to know before going to primary school	Preschool teaching	Developmental learner profile	Early Childhood Education		
Introduction of Developmental Learner Profile	What teacher need to know about child going from pre-primary to primary school	Introduction of Developmental Learner Profile				

Factors influencing transition of children — Age of entry to formal school; Difference in settings; Relationships; Curriculum continuity — Factors influencing transition of children

Parent - teacher relationship; Parental involvement — Parental involvement in education of children leads to successful transition — Preschool and primary school — Preschool teachers and transition practices

Policy to prepare children for formal schooling — It is mandatory to prepare children for formal schooling. — Preschool teachers — Preparing children for formal schooling — Transition practices theory — Theory and models of transition practices

Transition practices — How preschool and primary school teachers construct their practices. — Need for transition practices — What transition practices work?

Factors influencing transition of children; Adjustment in primary school; Quality education	Provision of quality education to prepare children for formal schooling	Factors influencing transition of children		
Sense of belonging; Adjustment	Teacher-child relationship during transition improves adjustment	Sense of belonging - factor for adjustment		
Transition practices	Sending and receiving teachers practices during transition process	Transition practices	Adjusting to formal schooling	Primary school
behavioral skills; socio-emotional development	Behavioral skills and socio-emotional development determines adjustment to formal schools	adjustment to formal school		

socio-emotional development	socio-emotional development of the child and adjustment in formal classroom	adjustment to formal school		
Curriculum continuity; curriculum guidelines; building on existing knowledge	Curriculum continuity as transition practice	Transition practices		
Building on existing knowledge	Curriculum continuity as transition practice	Transition practices	Types of transition practices internationally	Curriculum continuity as transition practice
Teachers transition practices	how can teacher implement effective transition practices	Transition practices		

Class size, subject based curriculum, school rules, homework, tight timetable, long school hours, literacy and numeracy skills

Determinants of effective transition

Challenges of transition

Transition practices for school readiness

Preschools practices

School readiness; preschool curriculum guidelines

Knowledge and skills children should acquire through a guided curriculum

School readiness; curriculum guidelines

Policy decision; Provision of quality early years education

Introduction of EYFS

Quality Education

Early years education transition practices in UK

British transition practices

Assessment of children; Record of observation; Curriculum Framework; Guideline for teachers	What children need to know before going to primary school	Preschool teacher		
School readiness; curriculum continuity	What teacher need to know about child going from pre-primary to primary school	Curriculum continuity; school readiness		
preschool versus primary school education	Differences between preschool and primary school	Distinction between preschool and primary school education	Pedagogical continuity as transition practice	Transition practices in preschools and primary schools

271

Pedagogical continuity	Continuity of pedagogy to smooth transition to formal schooling	Pedagogical continuity	
Transition activities	Transition activities to prepare of children for transition from preschool to formal school	Transition practices	
			Transition practices for sending teachers
Parental involvement	Parental involvement in education of children leads to successful transition and academic success	Transition practices	
Prepared teachers; Ready children; school readiness	Prepared teachers and ready children lead to positive transition	Readiness of teachers and children	Transition practices of receiving teachers

Curriculum continuity	Curriculum continuity and sharing of information between preschools and primary schools	Transition practices		
Teacher - Child interaction; Emotional support	Teachers influence learning through interaction and emotional support	Primary teachers		
Classroom organization	Classroom organization in primary schools	Primary teachers		
Transition practices; family involvement	Transition practices involving families has positive effect on children's academic achievement	Preschool and Primary teachers		
			Quality teacher-focused transtion practices	
Policy to reduce drop-outs and failure rates;Quality primary education	Drop-outs and failure rates are of major concern to policy makers	Quality Education		Quality Education

Description (Invivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept
Role of the preschool teacher; Role of the primary school teacher	Role of preschool and primary school teachers in transition	Preschool and primary school teachers				
Consequential transition	Transfer of knowledge from one situation to another setting	Transition theory				
Types of transition	Consequential transition can be of four types	Transition theory	Theory for present study	Consequential transition theory	Models of transition practices	
Prepare children	How teachers prepare children for formal schooling	Transition theory				
Mediational transition	Study how teachers prepare children for the transition from preschool to primary school	Transition theory				

Codes	Description	Document	Category	Policy and practices	School Readiness
Teaching and learning in Early Childhood Education; Different transitions in the life of the child	Preschool and primary school teaching and learning in relation to different transitions the child has to go through in life	Strategic Plan 2008 - 2020			
Preschool education; Cognitive skills; Behavioral skills; school readiness	Preschool teachers must prepare children for primary school education	Sending teachers	Education policy and reform		
Domains of development; foundations for learning in preschools; Policy	Sending teachers must ensure school readiness of children through the domains of development, self-development, with necessary skills and knowledge for further learning.	EHRSP 2008 – 2020		Policy and practices	School Readiness
School readiness; Role of sending teachers; Role of preschool education	Sending teachers must prepare children for primary school	Sending teachers focused transition practices	Transition practices of sending and receiving teachers		

			Practices of sending teachers	Transition practices of sending teachers
Readiness; Quality of education	Quality of education to become ready for formal schooling.	Readiness as transition practice		
School readiness; Transition practices at receiving end	Receiving teachers practices and new learners at the time of transition.	Receiving teachers transition practices		
Sending teachers transition practices; School readiness	Sending teachers shape school experiences of children leading to school readiness	Sending teachers focused transition practices		
Skills for school readiness	Sending teachers teach skills to become ready for formal schools	Independent skills		
School readiness	What children need to acquire before going to primary school	Preschool education		
Skills for school readiness	What skills children should acquire for a smooth transition	Skills for primary schools		
Skills for school readiness	Skills children should acquire before moving to primary school	Factors of school readiness		

Readiness of children	Sending teachers must prepare children for primary school	Early Childhood Care Education setting			
Quality Early Childhood Education; Curriculum guidelines; Policy	National Curriculum guidelines to ensure quality early childhood education	Quality Early Childhood Education	Curriculum guidelines and quality education	Quality Early Childhood Education	
Teacher-focused transition practices; Curriculum guidelines	Teachers transition practices influenced by curriculum guidelines	Curriculum guidelines			National Curriculum Framework and transition practices
Policy; Teachers' characteristics	Teachers abiding to policies	Teacher practices			
Policy; National Curriculum Frameworks; Continuity	A link needs to be established between preschool and primary school curriculum to ensure continuity	Curriculum continuity	Practices and continuity in early childhood education	Pedagogical and Curriculum continuity	
Pedagogical continuity	For smooth transition to formal schooling there need to be continuity	Curriculum and pedagogical continuity			

Policy; National Curriculum Frameworks; Continuity; Academic achievement; Teacher transition practices	Transition practices of teachers are influenced by policy and curriculum guidelines	Teacher practices			
Teacher focused practices	Teacher creates the learner and the social being of the child	Teacher focused practices			
Sending teachers	Preschool teachers know the children in their setting before they go to primary school where the teacher knows nothing yet about them.	Sending teachers			
Sending and receiving teachers	Teachers influence learning process of children	Teaching children			
Transition practices	Sharing of information on children by sending and receiving teachers.	Sending and receiving teachers	Practices of sending and receiving teachers	Teaching process	Prepare children from preschools to primary schools
Preschool practices	Preschool teachers help children develop socially.	Practices of sending teachers			

Receiving teachers; Transition practice; Effective teaching and learning	Receiving teachers focus on encouraging children to learn if they have the dispositions and attitudes.	Receiving teachers	
Language use for instruction; Transition Practice	Teachers must use appropriate language for instruction	Transition practices	
Teaching philosophy; Teacher focused	Sending and receiving teachers have their own teaching philosophy which needs to be bridged.	Philosophy of practice	Developmentally Appropriate practices in Early Childhood Education
Profiling techniques; teaching practices	Techniques used by teachers to evaluate instruction	Appropriate teaching practice	
Academic skills	Emphasis is laid on academic skills during transition from preschool to primary school	Teaching in Early Childhood Education	

Codes	Description	Subtheme	Theme	Overarching theme
Transition process; Continuity in learning;	Children should be prepared for continuity in learning in any transition process	Teaching for continuity		
School readiness of children; Preparation of children	What is expected from the child should be communicated to the child	Transition practices	Pedagogical continuity in early years	
Pedagogical continuity	Pedagogy is the root of preparing children for primary schools	Early Childhood Education		Practices ensuring continuity
Receiving teachers; Transition practice; Continuity	Receiving teachers promote continuity through developmentally appropriate practices	Receiving teachers		
Transition activities; Transition practices; Sending teachers	Sending teachers can facilitate transition of children to primary schools through transition activities.	Sending teachers	Transition activities	
Transition activities; adjustment; transition practices	Transition activities to prepare of children for transition from preschool to formal school	Transition practices		

APPENDIX IV: Code book for interview transcripts

	Observation	Transcript	Description (Nvivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept	Final Concept	
1		Mauritius was discovered by the Portuguese in 1540, the Dutch settled on the island with a handful of African and Indian slaves between 1598 to 1710	Colonisation	Portuguese discovered mauritius . The Dutch were first settlers . Colonisation started	Dutch Colony	colonisation of Mauritius	British Education System	Education reform	education reforms for primary school readiness	Primary school readiness	School readiness transition practices for transition from preschools to primary schools
2		The French succeeded Dutch in 1715 until the arrival of the British in the year 1810	British colony	The Dutch were succeeded by French. British colony established	British colony						
3		The plural society of Mauritius is therefore due to its history of colonisation, Mauritius is known as the multilingual, multi-ethnic and multicultural island	multilingual, multi-ethnic and multicultural island	Mauritius is known as the multilingual, multi-ethnic and multicultural island due to colonisation	Multi-lingual	Mauritius Constitution in English language					

4		Mauritius is one of the countries in the African continent that has dual language policy which is divergent from those of colonizing power. Despite having been a British colony, Mauritius stuck to the French policy of not using African languages for teaching.	Pluristic society	Mauritius as French Colony promoted linguistic diversity .This is directly related to culture and educational concepts	impact of colonis ation on educati on				
5		The Constitution of Mauritius was made final in a Constitutional Conference in 1965 in London and the official language is English.	Constitutional Conference	Mauritius Constitutional Conference with English as official language	Official languag e				
6		The Education System in the island is closely related to that of the British	British education system	Influence of British on the education system of Mauritius	English languag e for educati				

					on system						
7		Mauritius got its independence. Education became one of the main preoccupations of the Mauritian Government. Investment of resources, both human and material in the Education Sector led to progress. 3+ and 4+ aged children received per capita grant. Expansive primary-school building programme that extended free primary education to all Mauritian children.	Compulsory and free primary education	Investment of resources in the education sector for the development of Mauritius	Free Primary Education	primary education cycle	Reform in education policy				

| 8 | | After Jomtien Conference in 1990, a Master Plan on Education for an overall transformation of the system was formulated. Nine-year compulsory and fundamental education cycle was introduced. Students who fail CPE in two sittings joined prevocational stream for three continuous years. | Nine-year compulsory and fundamental education cycle | Nine-year compulsory and fundamental education cycle and pre-vocational stream was introduced. | Nine-year education cycle | | | | | | |
| 9 | | Quality education is determined by the number of children a teacher can work with in a classroom and quality teaching | Teacher-Child ratio | the number of children a teacher can work with for quality teaching | reform in primary teaching | Reform in primary Education Policy | | | | | |

1 0		Towards a Quality Curriculum – Strategy for Reform was created. National Policy and Strategy Document on Special Education Needs and Inclusive Education in Mauritius to respond to specific and emerging educational needs of all children with special educational needs with focus on the SEN of all children with disabilities. Diagnostic Assessment in Standard III was introduced.	Strategy Document on special education needs	National Policy and Strategy Document on Special Education Needs and Inclusive Education	Policy on special educati on needs						

1 1		The Ministry set up - a proper structure for training of preschool teachers - the provision of preschool services - a proper structure to ensure the quality of preschool services that was being given in the private sector - A pre-primary curriculum	Pre-school services and preprimary curriculum	quality of preschool services through pre-primary curriculum	reform in primary curriculum						
1 2		Education and Human Resources Strategy Plan 2008 – 2020 focused on Early Childhood Care and Education Authority Act was promulgated Bridging the Gap Project to smooth transition of	smooth children transition (pre-primary to primary schools).	Early Childhood Care and Education Authority Act was promulgated Bridging the Gap Project to smooth transition of children from pre-primary to	Early Childhood Care and Education Authority Act	ECCEA Act	Reform in Pre-primary Education policy	School Readiness			

		children from pre-primary to primary schools. Baseline Profiling was introduced in Standard I. National Curriculum Framework Primary saw the light.		primary schools.								
1 3		Early Childhood Care and Education Authority was set up. Set up of SEN Unit to implement SEN policy through the ECCEA. 2 years preschool education + 6 years of primary education + 5 years lower secondary + 2 years upper secondary then students move to Higher Education and from there to	special education need policy	Set up of SEN Unit to implement SEN policy through the ECCEA	Early Childho od Care and Educati on Authori ty Act							

		labour market. 3 years' prevocational stream for those who failed the CPE after primary schooling was added.										
1 4		Remedial Education for Standard III and Enhancement programme for Standard III and IV were introduced. Introduction of Kreol Morisien as subject in Grade I for primary schoolers. National Curriculum Framework for Pre-Primary was created.	Preschool and primary education	National Curriculum Framework for Pre-Primary was created	Pre-Primary Nationa l Curricu lam Frame work	Pre-Primary National Curricula m Framewo rk						

1 5		Introduction of Developmental Learner Profile, a tool used by teachers to record achievements, abilities and potential of children before they move to primary schools. Primary School Readiness was introduced in Grade I to enable primary school teachers to know the readiness of the new entrants. Manual of Activities for Pre-primary school teachers.	Readiness of the new entrants	Introduction of Developmental Learner Profile	Introduction of Developmental Learner Profile (DLP)	Developmental learner profile	Early Childhood Education				
1 6		Guidelines for a universal set of standards for learning, development and care that young children should experience in all preschools	Guideline for preschool teachers	Preschool curriculum guideline for development of children	Preschool curriculum guideline						

1 7		The DLP is filled by the preschool teachers and sent to the primary school teachers. The PSR is a booklet of worksheets and activities that primary school teachers use to learn about the prior experience and learning of the new primary school entrants.	Introduction of Developmental Learner Profile	What teacher need to know about child going from pre-primary to primary school	Use of the Developmental Learner Profile (DLP)						
1 8		The NCF PP has been worked out in such a way that there all children have the opportunity to acquire early learning experiences through an anti-discriminatory practice.The document proposes guidelines for a universal set of	Obey rules; Follow instructions	What children need to know before going to primary school	Preschool teaching	Use of NCF PP					

		standards for learning, development and care that young children should experience in all preschools. Developmental needs of young learners and the environment in which learning should take place have been addressed.									
1 9	Teacher uses the NCF PP as a guide to design, plan and implement activities.	The NCF PP is used to prepare activities. The objectives of activities are according to the performance indicators of respective areas of learning.	Policy document; National Curriculum Framework PrePrimary; Preparing activities; Quality Early Childhood Education	Teacher desgins, plans and implements activities by using the NCF PP.	NCF PP and preparation of activities						

20		Transition of children in early years is influenced by various factors such as, age of entry in formal schooling, the difference in the settings, relationships, curriculum continuity among others.	children transition factors	Age of entry to formal school; Difference in settings; Relationships; Curriculum continuity	Factors influencing transition of children	Factors influencing transition of children	Transition from preschool to primary school	Transition practices for school readiness	Quality transition practices for school readiness	Quality transition practices in Early Years	
21		Attendance in preschool and parents had some positive influences on children's transition and adjustment to school and they concluded that there need to be an increase awareness of the importance and effectiveness of early childhood education in preparing	Factors influencing transition of children; Adjustment in primary school; Quality education	Provision of quality education to prepare children for formal schooling	Factors influencing transition of children						

		learners for successful learning. Preschools hold an important role in supporting children's adjustment to school and it was the government who should provide quality preschool provision.									
2 2		Children showing better behavioural skills in Scottish primary schools, teachers tended to rate higher their school adjustment. Teachers reported more interest in children´s personal development (i.e., emotional and social) during	behavioral skills	Behavioral skills and socio-emotional development determines adjustment to formal schools	Behavioral skills for adjustment in formal school	Adjustment to formal school					

		this period than in any specific academic skill.								
2 3		Children showing better behavioural skills in Scottish primary schools, teachers tended to rate higher their school adjustment. Teachers reported more interest in children´s personal development (i.e., emotional and social) during this period than in any specific academic skill.	behavioral skills	Behavioral skills and socio-emotional development determines adjustment to formal schools	Behavioral skills and socio-emotional development for adjustment in formal school						

2 4		The role of socio-emotional development is a key point to foster transition to primary school. This socio-emotional development is intrinsically linked to the ability –among others- to make friends and general socialisation in classroom and arguably has a positive effect on behaviour in the classroom.	socio-emotional development	socio-emotional development of the child and adjustment in formal classroom	Socio-emotional development for adjustment in formal school						
2 5		Transition and adjustment are closely intertwined and the 'oneness' or belonging is a key indicator of successful transition. Oneness is associated with	Sense of belonging; Adjustment	Teacher-child relationship during transition improves adjustment	Sense of belonging - factor for adjustment	Factor of adjustment					

		the child's sense of identity and belonging, which means that when children feel valued and supported, connected with others and the new setting, they adjust more easily.									
2 6		Transition practices contribute not only to the parent-teacher relationship but to the involvement of parents in the school experience of the students as critical outcome variables within successful transition to elementary school.	Parental involvement	Parental involvement in education of children leads to successful transition	Parenta l involve ment	Importan ce of parental involvem ent	Parenta l involve ment				

2 7	Teacher talks to parents of children at the time they drop the child to school or at pick-up time.	Parents are made aware of child's effort, achievement and behavior	Parental involvement	Parents are involved directly and indirectly in the education of their child.	Parenta l involve ment					
2 8		When parents participated in more transition activities, they became more involved in their child's education. This element has shown great influence during this transition period given that it has been observed that major parental involvement leads to greater academic success	Parent participation	Parental involvement in education of children leads to successful transition and academic success	Transiti on practice s	Parental involvem ent as transition practice				
2 9	Teacher invites parents to come to	Teacher invites parents to be present for the show where their	Preschool teacher practice; End of preschool; End	Teacher invites parents for the show where	Parenta l involve					

	school for end of year celebration .	children will be performing on stage.	of year activities	their children will perform.	ment in school						
3 0		Teacher's frequent use of transition practices was associated to a major family involvement which in turn had a positive effect on children´s academic attainment.	child academic attainment	Transition practices involving families has positive effect on children's academic achievement	Teacher s transiti on practice s						
3 1		More attention should be given to the working practices that frame boundary work and boundary spaces had to be managed and they also proposed that there is a need to deepen the understanding about everyday transition	Transition practices	How preschool and primary school teachers construct their practices.	Need for transiti on practice s	Need for transition practices	Transiti on practice s and transiti on activitie s				

		practices and as a means to develop good transition practices, there is the need to learn more about the processes in which the practices are constructed.								
3 2		There is a need for teacher in the prior to school setting and the primary school to assist children more explicitly.	Transition practices	Sending and receiving teachers practices during transition process	Teacher transiti on practice s					

3 3		The key elements in effective transition practice include teacher collaboration, parental participation and children's agency gave rise to questions as follows: • How teachers may be supported to collaborate • In what ways can we make space for parental participation • What is meant by children's agency and how does it help	Transition practices	how can teacher implement effective transition practices	Teacher transition practices	Receiving teacher transition practices					
3 4	Teacher introduces self and asks each child to introduce themselves by telling their	Teacher introduces herself/himself to children and each child stands up and says their names and where they come from.	Introduction of children and teacher; communication skills	Teacher prompts children to engage in conversation	Receiving teacher practices						

	names and where they live.										
3 5	Teacher introduces new rules of primary school.	Teacher introduces the rules of the classroom to the new entrants. For instance, they have to raise finger if they need to talk, they should not talk with their friends, they should be attentive, they need to ask for permission to go to toilet, etc.	Follow rules and instructions; transition practice; Receiving teacher practice in primary classroom.	Teacher teachers children the rules of the primary classroom.	Pedago gical approac h in primary schools						

3 6		While there has been recommendations for child preparation yet most of the suggestions are directed toward parents and service providers, such as the use of timelines for completion of transition-related tasks and arranging visits to prospective programs.	Transition activities	Transition activities to prepare of children for transition from preschool to formal school	Transition activities	Transition activities					
3 7	Teacher encourages each child to come forward to show their talent: singing, poem recitation, dance moves.	After the break, teacher asks each child if they know how to dance or sing or recite poems etc. Each child is requested to come forward to show their talent to the class. Some children were at ease while some did	Relationship building; Teacher-child interaction; Getting to know the new comers;	Teacher learns about the new schoolers.	Receiving teacher transition activity						

		not respond much in this activity.									
38	Grade 1 teachers welcome children with colouring and drawing activities and story telling.	Teacher take children to their classroom first and give them papers and crayons to draw and colour. During the activity, the teacher tries to interact with each one.	First day in primary classroom; Transition activity; Interaction	Teacher puts children at ease in their new classroom by introducing activities that they are familiar with in preschools.	Transition activities						
39		South Africa has established a policy to assist in preparing children for formal schooling through the development of the 2001 White Paper No. 5 on Early Childhood Development.	formal schooling policy	It is mandatory to prepare children for formal schooling.	Prepare children for formal school	Quality early years education	Quality Education in Early Years	Quality in Early Years Education and transition practices			

4 0		The British Government introduced the EYFS in 2008 in order to ensure that the provision of quality early years education is consistent throughout the country. It has been recognised that the introduction of the EYFS, shows its commitment to early years education.	Early Years Education Policy	Introduction of EYFS	Early Years Foundation Stage in UK						
4 1		Tackling drop-out and failure rates are of particular importance in light of international commitments and policies regarding universal coverage and the provision of high quality	drop-outs and failure rates	Drop-outs and failure rates are of major concern to policy makers	Provision of quality education						

		educational services in primary education									
4 2		There is an awareness of the benefits of cross-sector collaboration, the sharing of knowledge and the importance of creating opportunities for children to build on what they already know, can do and have experienced. Transition practices have an impact on curriculum and its implementation.	knowledge base of Curriculum	Curriculum continuity as transition practice	Curriculum and transition	Curriculum continuity as transition practice					

4 3		Children should be supported to demonstrate and use what they know, and their skills, sense of worth and self-directed learning can bridge into new opportunities consistently and confidently.	transition base of curriculum	Curriculum continuity as transition practice	Curriculum continuity as transition practice					
4 4		Alignment of the curricula and sharing written information between preschool and primary school were the best predictors for a positive children's skills development. The more diversity of transition practices implemented, predicted specifically a	Children skill development	Curriculum continuity and sharing of information between preschools and primary schools	Curriculum continuity and sharing of information	Curriculum and pedagogical continuity					

		major development on children's academic skills.								
4 5		Whilst all of these discontinuities impact on children's transitions differently, there is a strong consensus that pedagogical discontinuities are the most pertinent with regard to the polarisation of Early Years Foundation Stage and Year 1 provision. Evidently, there is an absence of bridging between	Pedagogical continuity	Continuity of pedagogy to smooth transition to formal schooling	Pedago gical continu ity					

		these two phases of education, meaning, children are at risk of experiencing an abrupt transition to formal schooling.									
4 6		In the United Kingdom, the Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's	Preschool curriculum guidelines	Knowledge and skills children should acquire through a guided curriculum	Curricu lum guideli nes	British transition practices	British transiti on practice s and distincti on betwee n prescho ol and primary school				

		'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life									

4 7		The Early Years Foundation Stage Profile (EYFSP) which is a document that is filled by the teachers working with four to five years old. It records each child's progress and development. Children are assessed by the teacher who is meant to judge whether the child is acquiring the required level of development at the end of the reception year or the first year of primary schooling. There are three levels of expectations, the expected level, the exceeding the level, and the not yet reaching the level (DfE,	Curriculum Framework	What children need to know before going to primary school	Teacher practice s						

		2013). The EYFS therefore is a prescribed curriculum that guides practitioners in their practice.									
4 8		There are systematic differences between preschool and primary school education, with regard to physical environment, curriculum content, classroom	contrast pre and primary schools	Differences between preschool and primary school	Distinct ion betwee n prescho ol and primary school educati on	Differen ce between preschoo l and primary school					

		organisation, and pupil-teacher ratio										
4 9		Larger class size, a subject based curriculum, stricter school rules, more homework, a tighter timetable and longer school hours which demand the use of literacy and numeracy skills are what make transition from preschool to primary school challenging	school rules	Determinants of effective transition	Challen ges of transiti on							
5 0	Children work in small groups of 4-5 children.	In public preschools all children are grouped in one big room which is the preschool, while in private preschools each	Teacher-child ratio; Grouping of children	Sending teacher works with children in small groups	Prescho ol classro om organis ation							

		age group have a specific teacher assigned to the class. Preschool teacher often works with not more than 12 chidlren.									
5 1		Transition intervention could have positive long-term outcomes on children's academic achievement. Having teachers well prepared and children ready to transition, a positive and direct impact on first grade failure and repetition rates was observed. There is an important impact on drop-out and course repetition rates if transition process is not	school readiness	Prepared teachers and ready children lead to positive transition	Readiness of teachers and children	Receiving end	Receiving teacher practices	Consequential transition and transition practices	Consequential transitions theory and transition practices		

		appropriately addressed								
5 2		Teachers' emotional support was associated with a major phonological awareness. When a high quality teacher-child interaction was observed, the vocabulary of fifth grade children increased significantly. Emotional and instructional teacher support was associated	Emotional support	Teachers influence learning through interaction and emotional support	Support of primary teacher s						

		with an improvement in word-reading.								
5 3		Classroom organizations had a positive impact on the development of math skills.	Classroom organization	Classroom organization in primary schools	Primary school classroom	Primary classroom organisation				
5 4	Teacher has decorated the classroom with paper garlands, banners, charts and colourful 'WELCO ME' note.	The classrooms look quite attractive to welcome the children. Teachers have invested time in putting up garlands, banners and new charts of alphabets and numbers.	Primary classroom; First day in primary classroom	Welcoming children in primary classroom	First time in the primary school classroom					

5 5		Once the transition period has taken place, the role of the preschools and the sending teachers comes to an end, while that of the primary school teachers becomes active	teacher focused transition	Role of preschool and primary school teachers in transition	Role of sending and receiving teachers	Role of receiving teachers					
5 6		Consequential Theory (1999) is mainly concerned with how knowledge is transferred from one situation or setting to another. Transitions are consequential because they have an impact on the individual and the social context they live in.	Consequential theory	Transfer of knowledge from one situation to another setting	Transition from preschool to primary school	Transition theory	Theory of consequential transition				

5 7		Consequential transition is directed towards not only how education can prepare children, adolescents, and adults adapt to existing society by maintaining a certain degree of continuity in collective values and beliefs, but also how to prepare individuals to participate in the transformation of society	consequential transition	How teachers prepare children for formal schooling	Conseq uential transiti on					
5 8		Four types of transitions to understand the different form of consequential transition: - Lateral, Collateral, Encompassing and Mediational	Types of consequential transition	Consequential transition can be of four types	Types of conseq uential transiti on					

317

5 9		Consequential transition has been used in studying the transition from primary to secondary school. The strategies used to smooth transition draws on mediational transition.	Mediational transition	Study how teachers prepare children for the transition from preschool to primary school	Mediational transition						
6 0		The Strategic Plan 2008 – 2020 outlines two objectives on the preschool and primary school sector - lay emphasis on teaching and learning - the different transitions in the life of the child	school transition	Preschool and primary school teaching and learning in relation to different transitions the child has to go through in life	Strategic Plan 2008 - 2020	Education Policy	Quality Early Childhood Education	Quality early years education	Quality education and policy in early years education	Teacher focused transition practices for school readiness	

6 1		Domains of development are being given more importance, the objective being "to ensure that ALL children aged 3 to 5 years in Mauritius have the opportunity to develop their individual intellectual, socio-emotional and psycho-motor skills to the best of their capacity in order to build the confidence and self-esteem in learning that will not only prepare them for the next level (primary school) but, more importantly, lay the foundations for learning that will support them throughout their lifetime".	childhood learning foundations	Sending teachers must ensure school readiness of children through the domains of development, self-development, with necessary skills and knowledge for further learning.	EHRSP 2008 – 2020						

6 2		Inherent differences in policies and frameworks which guide preschool and primary school curricula may create discontinuities and therefore prove challenging for young children	education Policy	A link needs to be established between preschool and primary school curriculum to ensure continuity	Continu ity from prescho ol to primary school	Pedagogi cal continuit y				
6 3		To maintain continuity with primary schools, a rudimentary segregation need to exist with respect to the subjects they teach at the first grade of the primary school	Pedagogical continuity	For smooth transition to formal schooling there need to be continuity	Pedago gical continu ity					
6 4	Teacher ask children what they know	Teacher uses charts to test prior knowledge of children. Literacy, numeracy and	Literacy, numeracy and reading skills; pedagogical continuity; Receiving teacher practice	Teacher finds out the prior knowledge of children	Pedago gical continu ity					

		reading skills are focused upon.									
6 5		Curriculum guidelines can be seen as a means to ensure continuity in children's learning as they reach compulsory school age. Regulating curriculum has been seen as raising the status and visibility of early childhood institutions, a measure of quality improvement and equity, a goal-steering device within the context of national decentralisation policies and as a way to establish a shared	education policy on teaching Quality	National Curriculum guidelines to ensure quality early childhood education	Ensuring continuity policy	Continuity from preschool to primary school	Teaching for continuity				

		framework of guiding principles among major stakeholders in the field								
6 6		Transition is a process which does not end when children start school. It is about creating a seamless process that will enable children to learn and develop continuously from home and early childhood settings to the primary school.	childhood learning settings	Children should be prepared for continuity in learning in any transition process	Teachin g for continu ity						

6 7		Primary schools prepare for the transition of children into formal education while structuring the first year of formal education to deliver developmentally-appropriate learning while promoting continuity.	Receiving teachers	Receiving teachers promote continuity through developmentally appropriate practices	Promoting continuity at receiving end	Continuity in primary schools					
6 8	Teacher tells a story to children before ending the day.	Teacher relates a story to the children as they sit and listen. Some children try to engage in conversation with the teacher by telling parts of the story.	Transition activity; End of first day at school; Teacher-Child relationship; Relationship building; Interaction	Teacher engages in story telling and observe listening skills and attention of children.	Activities on first day at school						
6 9	Teacher take worksheets for children to work.	Teacher starts the first full day of school with worksheets of drawing and colouring activity.	Transition activity; New entrants first full day at school; Pedagogical continuity	Teacher starts first full day with activities related to preschool	Receiving teacher transition focused practices						

7 0		The objectives of preschool education were to provide a smooth and successful induction to primary school and to develop cognitive and behavioural skills	Preschool education	Preschool teachers must prepare children for primary school education	Role of Sending teachers	Role of sending teachers	Sending teachers practices	Policy and sending teachers focused transition practices			
7 1		The preschool teacher is the one who is aware about the child rather than the primary school teacher	Sending teachers	Preschool teachers know the children in their setting before they go to primary school where the teacher knows nothing yet about them.	Sending teachers						
7 2		Teachers have to help children build new and trusting relationships within early childhood communities.	Preschool practices; transition activities	Preschool teachers help children develop socially.	Sending teachers practice	Sending teachers practices					

7 3		Transition activities may contribute to continuity since continuity of learning experiences facilitates transition from preschool to primary school.	Sending teachers; transition activities	Sending teachers can facilitate transition of children to primary schools through transition activities.	Sendin g teacher s						
7 4		The ways in which policies are understood by those who need to put them into practice are influenced by social, institutional and personal characteristics.	Teachers' characteristics	Teachers abiding to policies	Policy and teacher practice s	Policy and teachers	Transiti on in early years and policy				
7 5		The role of teachers is to make children's dispositions to learn visible	Sending and receiving teachers	Teachers influence learning process of children	Role of teacher s						

76	Teacher encourages active participation of children in any activities.	In conducting activities, teacher uses different teaching strategies but encourages children to participate actively. Children also show enthusiasm openly and freely.	Active participation in activities; Freedom of expression of children	Teacher prompts children to participate actively in class and allow them to express themselves/their feelings freely.	Sending teacher practices	Sending teacher practices	Sending and receiving teachers practices	Sending and receiving teachers practices	Pedagogical approaches and practices in early preschools and primary schools		
77	Teacher helps chidlren throughout the day in the preschool classroom.	Teachers and carers look after chidren and help them all the time they seek for help.	Help children	Teacher offers help to children all the time.	Sending teacher practices						
78	Teacher deals with children who cry	Some children cry on the first few days when they join primary schools. Receiving teacher try to divert their minds through activities and remind the children that they	Receiving teacher transition practice; Transition to formal schooling; New environment	Teacher asks children indirectly to adjust to the new classroom	Receiving teacher practices	Receiving teacher practices					

		are now in the big school and it is not good to cry when you are a big child.									
7 9	Teacher tries to create a bond with children from a distance	Teacher tries to build relationship with children so as to help them adjust in their new environment and to accept the fact that they are in a big school.	Receiving teacher practice; Adjustment in primary schools	Teacher helps children adjust in the primary classroom	Receiving teacher practices						
8 0		School is an unchangeable unit to which the children have to adjust and to which the ECCE setting must deliver children who are ready.	Role of preschools; Role of schools	Sending teachers must prepare children for primary school	Role of Sending teachers	Role of sending teachers					
8 1	Teacher gives hugs and uses soft talks.	Teacher hugs children freely and uses soft talks similar to motherly	Preschool teacher practice;	Teacher hugs children and uses soft talk in class	Sending teacher						

		language with language.									
8 2		Not being ready for transition to school at some point can be detrimental to future learning and self-esteem. Transition to school is equally important as to what happens once the children are in schools.	transition preparedness	Transition to school is important for future learning and for the self-esteem of the child	Importa nce of transiti on	Importan ce of transition	Sendin g teacher s focused transiti on practice s				
8 3		Transition is a process which does not end when children start school. It is about creating a seamless process that will enable children to learn and develop continuously from home and early childhood settings to the primary school.	Process of transition; Importance of transition	Transition is a process which caters for further learning continuosly	Importa nce of transiti on						

8 4		Preschools need to work towards helping children develop their capacities in all the aspects of development. Preschool teachers need to prepare children for formal schooling. It is through the acquisition of certain basic knowledge, skills, and competencies that children will be able to move from preschool to primary school.	preschool teachers prepare children	Sending teachers must prepare children for primary school	Sending teachers focused transition practices	Sending teachers focused transition practices					
8 5		School readiness develops through school experiences of children, while they manage the various contexts and demands they come across, posits that school	child school experiences	Sending teachers shape school experiences of children leading to school readiness	Sending teachers focused transition practices						

		and classroom practices and context of school shape experiences of children									
8 6	Teacher sets the festive mood as it is end of year.	Since it is end of the year and holidays are coming, teacher focuses more on preparation season's greetings and fun activities. The teacher conducts activities related to festive season and children are already in holiday mode.	Preparation for end of year	Teacher focuses on festive season and holiday.	End of preschool year	Sending teacher practices for end of preschool year					
8 7	Teacher emphasises on preparing end of school.	Teacher engages in activities that will enable a proper celebration of end of year before school closes for summer holidays. The emphasis is	Preschool teacher practice; End of preschool; End of year activities	Teacher prepares children for end of year stage shows	End of preschool year						

8 8		What educators do matters!' and when the teachers notice, name and nurture each child's dispositions to learn, they cultivate a community that values each child's identity as a mighty learner and citizen.	Teacher focused practices	Teacher creates the learner and the social being of the child	Teacher focused practices	Pedagogical approach in preschools	Pedagogical approach and curriculum guidelines for transition	Pedagogical approaches in early years education			
8 9	Children feel free to do any activity of their choice.	Children are free to choose what they want to do, which play activity they want to engage into, and they are free to manipulate materials the teacher lays on the table.	Practice in the preschool classroom	Freedom to choose activity in the preschool classroom	Child-centred approach						

9 0	Teacher introduces the activity and uses child-centered approach	Teacher introduces activity to be done and display related materials and resources. Teacher allows children to manipulate the materials and starts by using questioning/brain storming to begin an activity. In some cases, the teacher uses recapitulation to begin an activity.	Pedagogical approach; Teaching practice in preschool classroom	Pedagogical approach used by preschool teacher to teach children	Pedago gical approac h in prescho ols						

9 1		The key role of the Government when they dictate teachers' practices, with national guidelines which outline different models of teaching, give rise to discontinuities in the teachers' pedagogies as they strive to meet these guidelines in their individual institutions. Teachers may opt away from the play focus of preschool due to the emphasis laid on performance for primary school children, so as to help them in their academic achievement.	National Curriculum Framework; pedagogical approach; curriculum guidelines; Policy and transition of children;	Transition practices of teachers are influenced by policy and curriculum guidelines	Policy and curriculum guidelines influencing teacher practices	Curriculum guidelines influence transition practices					

9 2		How teachers make sense of curriculum initiatives and the impact these have on their thinking and daily practice is a basic issue in curriculum change	Curriculum change; teacher practices	Teachers transition practices influenced by curriculum guidelines	Curricu lum guideli nes influen cing teacher practice s						
9 3		Transition activities that helped in identifying feelings and promoting friendship enabled children to better adjust into primary school and developed a sense of belonging, formed new friendships and showed greater resilience	Transition adjustment;	Transition activities to prepare of children for transition from preschool to formal school	Activiti es easing transiti on	Sending and receiving teachers transition practices	Transiti on activitie s				

9 4	Teacher gathers children during circle time for play and storytelling.	Circle time is the time when teacher gathers children in a circle. They sit on the floor and play games or gathers around the teacher to listen to stories. They also engage in conversation during circle time.	Preschool teacher practice; Teaching strategy; Circle time	Teacher engages children in activities during cirlce time.	Sending teacher transition practices						
9 5	Teacher takes children out from the classroom for a guided visit around the school.	Teacher takes children for a tour of the school, showing them places they need to know, for instance, toilets, canteen and headmaster's office.	Transition activity; First time visit in school;	Teacher introduces the new school environment to children.	Receiving teacher transition focused practices						

9 6		School readiness is also associated with self-confidence, listening to instructions, showing curiosity and interest and being able to separate from their parent/carer for a whole day, counting, mathematical skills and reading and writing.	School readiness; skills for school readiness	What children need to acquire before going to primary school	Skills for school readiness	Acquisition of skills for school readiness	Factors of school readiness	Teaching for school readiness	Transition practices for school readiness		
9 7	Children follow rules and instructions that teacher gives	Teacher introduces the rules for each activity and give instructions clearly. Teacher teaches children to follow the rules and instructions.	Obey rules; Follow instructions	Teacher sets rules and give instruction for children to follow.	Follow rules and instructions						

9 8	Teacher reminds children of the classroom rules.	Since the children are used to freedom in the preschool classroom, they tend to forget the rules as explained by the teacher and engages in conversation with their peers or with the teacher. They tend to walk around the classroom and touch materials that they see around them.	Primary classroom rules; Receiving teacher practice;	Teacher keeps telling children about classroom rules.	Receiving teacher transition focused practices	Expectations of readiness in children					
9 9	Children are expected to know their books.	Teacher asks children to take specific books from their bags. Children often are confused and unsure about the right book and therefore ask teacher if it is the right book or not. The teacher then proceeds to show them the cover of	Independent skills; Receiving teacher practice; Follow instructions	Teacher gives instructions to children	Receiving teachers expectations						

		the book that they are supposed to take out from their bags.									
1 0 0	Children are asked to write the day and date in their books.	Teacher expects children to know how to write	Writing skills; Receiving teacher expectations	Teacher instructs children to write.	Acquisition of writing skills						
1 0 1		School readiness was related to self-care skills, where the child can go to toilet on his/her own and the ability to socialise.	Skills for school readiness; Independent skills	Sending teachers teach skills to become ready for formal schools	Independent skills for school readiness	Independent toilet training skills	Independent skills for school readiness				

1 0 2	Teacher enable children to function independently by going to toilet and washing their hands	Children queue up to go to toilet. Teacher and carer assist them to attend to their toilet need. They queue up to wash their hands and use towel to dry. Teacher and carer assist them throughout.	Independent skills; Hygiene	Assisting children to become independent	Independent skills						
1 0 3	Children go to toilet and attend to their hygiene on their own.	Children are asked to go to toilet and wash their hands before eating. When they come back to class, they unpack their boxes on their own and feed themselves independently. Some children seek help of teachers to open their bottles or lunch box. The teacher helps but also try to teach	Independent skills; Teacher's assistance; Transition practice;	Teacher allows children to behave independently and provide limited assistance.	Factors of school readiness	Independent skills					

		the children how to do same.									
1 0 4	Teacher distributes cakes and juice to children and allows them to eat and drink.	Children are given a break after toilet. Teacher expected them to have washed their hands as cake and juice have been distributed. Children eat and drink on their own. Some refused to eat or drink.	Independent skills	Teacher expects children to be able to eat and drink on their own	Indepen dent eating and drinkin g skills						
1 0 5	Children are on their own during lunch time.	Teacher leaves children in the classroom during lunch time and children are expected to manage on their own for the 30	Receiving teacher practice; Independent skills; Play	Teacher allows children to be on their own and play during recess.	Socialis e and adjust indepen dently						

		minutes. They engage in play activities with their peers.									
1 0 6		Self-esteem, social skills, independence, language and communication skills, and concentration are important for transition	Skills for school readiness	What skills children should acquire for a smooth transition	Skills for primary schools	Skills required to join primary schools						
1 0 7	Teacher leads children to toilet and wait for them outside.	After the tour, teacher asks children if they would like to go to toilet. No matter the answer, the teacher leads children to the toilet and wait for them outside.	Independent skills	Teacher is sure that children are independent and can attend to toilet needs on their own.	Toilet trained							

1 0 8	Teacher engages in more conversation with children.	Teacher communicates with children and gives opportunity for more interaction to take place in the primary classroom. Discussion about movies, songs, plays takes place. Teacher uses the charts to know if the children know the alphabets, numbers, shapes and colours. Each child is given the opportunity to read sight words in the classroom.	Pedagogical approach; Transition activity; Transition practice; Interaction; Communication skills; Literacy, numeracy and reading skills	Teacher engages in activities to know about readiness of children.	Assessing readiness of children	Readiness of children	Skills for primary school readiness				
1 0 9		A set of factors such as the ability to listen and concentrate, ability to count, recite the alphabet, know letters, shapes and colours,	Skills for school readiness	Skills children should acquire to join primary schools	Factors of school readiness						

		behave in a polite and socially acceptable manner are pre-academic skills which are equally important for transition.									
1 1 0	Children are encouraged to communicate with teacher, care taker and friends	Teacher engages in conversation with children when they enter the classroom. Greetings, how are you?, Did you have breakfast? Teacher helps children structure their sentences during conversation. Teacher keeps questioning children on one topic of conversation and encourages all other children to participate in the conversation. Children also	Communicatio n skills; socialization; transition practice	Helping children interact with adults and peers	Factors of school readine ss						

		need to learn to communicate to be able to interact their needs in the primary classroom.									
1 1 1		The transition period is one in which academic skills are being formally taught	Transition; Academic skills	Academic skills are required for transition.	Transition and academic skills	Academic skills for primary school readiness					
1 1 2		Readiness implies different notions such as, readiness to learn, readiness for school and 'child-ready' schools focusing on educational interventions and outcomes in terms of quality	Ready for schools; School readiness;	What does being ready for school mean?	Ready for schools						

1 1 3	Teacher gradually starts the activity exercises in the Primary School Readiness Booklet.	Teacher introduces the work in the Primary School Readiness Booklet which they are supposed to complete in the first month the child is in school.	Primary school classroom; Receiving teacher practice; School Readiness of children;	Teacher starts to assesss children's school readiness.	Skills for primary schools						
1 1 4		Pedagogical matters are of concern in the preparation of children for the transition to primary schools	Pedagogical continuity; preparing children for primary schools;	Pedagogy is the root of preparing children for primary schools	Pedago gy to prepare childre n	Philosop hy of practice	Teachin g philoso phy in early years	Teaching philosop hy of teachers in early childhoo d educatio n			
1 1 5	Teacher implement s Developm entally Appropriat e Practices and conducts activities through integrated approach	The activities are planned for each area of learning and for specific age groups. Most activities are conducted in relation to other areas of learning.	Planning activities; Integrated approach; Pedagogical approach; Developmental ly Appropriate Practices	Integrated approach to teaching in preschool classrooms	Prescho ol pedago gical approac h						

116		Preschool teachers adopt more progressive and humanistic philosophies, while prioritising social cooperation and respect for individuals, primary school teachers not only appreciate the humanistic philosophies, they also incorporate behavioural and comprehensive philosophies emphasising the systematic teaching of skills and teacher directed learning.	Teaching philosophy	Sending and receiving teachers have their own teaching philosophy which needs to be bridged.	Teaching philosophy of sending and receiving teachers						
117	Teacher teaches basic concepts through areaas of learning by	Through activities and areas of learning, children learn basic concepts that they need for	Teaching practice in preschool classroom; Areas of learning;	Teaching basic concepts for further learning	Quality Early Childhood Education	Quality education	Assessment in early years	Teacher focused transition practices			

	conducting activities.	further learning to take place.	Activities; Basic concepts									
1 1 8		Reception teachers are more concerned about the dispositions and attitudes of children when they join formal schools. These dispositions and attitudes as highlighted by the author, are the characteristics of effective learning as they encourage children to learn.	Receiving teachers; Factors influencing learning;	Factors contributing to effective learning and promoting learning in children.	Factors influencing learning							
1 1 9		Profiling techniques have been used successfully to determine the type and amount of literacy instruction that is appropriate for each child in early and primary classroom.	teaching practices; assessment in early years	Techniques used by teachers to assess children	Evaluating learning	Evaluation of learning						

1 2 0	Teacher keeps the work of each child in a file.	Teacher records work done by children in a file. The file goes to the parents of the child on the last school day.	Preschool teacher practice; Record of work;	Teacher records the work of each child	Evaluating learning						
1 2 1	Teacher uses observation and questioning to evaluate children.	In order to know if children have acquired the skills and knowledge they have learnt from activities, teachers use observation and questioning.	Evaluation of children; Assessment; Acquistion of knowledge and skills	Teacher uses observation and questioning as assessment tools	Assessing learning of young children						
1 2 2		Despite collaboration of teachers in both settings, the different languages used by the teachers to describe his/her practices may be misunderstood by children and parents. Therefore, the author concluded that teachers need	Language for instruction; communication skills of teachers	Teachers must use appropriate language for instruction and communication	Lanugage and communication sfkills of teachers	Language and communication of teachers	Language and communication				

		to stress more on shared meanings rather than shared terminology								
1 2 3		Verbal report sharing of information about a child's development between preschool and primary school teachers is useful, how this information is shared and how it is utilised in teaching practices needs to be reviewed and improved.	Transition practices; communication of teachers from both ends; sharing information about children;	Sharing of information on children by sending and receiving teachers.	Commu nicating for sharing informa tion					

1 2 4	Teacher hands over the Developmental Learner Profile to parents on last working day.	Teacher gives each parent the record of work done by their child during the whole year in preschool.	Preschool teacher practice; Transition practice; End of preschool.	Teacher gives the file of each child to their parents	Sending teacher practice					

APPENDIX V: INTERVIEW SCHEDULE: PILOT CASES

Section: A

Name and Designation: _____

Name of School you are working with affiliation details: _____

Professional Qualification: _____

Teaching Experience: _____

Role in Transition: _____

Teaching Experience in transition role: _____

Section: B

8. Does your school prepare children adequately to join formal schools?

9. Does the National Curriculum Framework help you prepare children for formal schooling?

10. Does the National Curriculum Framework provide any guideline on how to smooth transition of children in primary schools?

11. Does your school provide a diary to record preschool classroom preparation?

12. Does your school record the primary classroom preparation of preschool students?

13. Do you prepare children for primary schools? If yes/no, why do you do so?

14. Is there any guideline that you use to teach children? If yes/no, which guideline and how do you use it?

Section: C

The researcher will note down her Observations regarding transition practices at the real   setting:

…………...…………………………………………………………………………..…

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

APPENDIX VI: INTERVIEW PROTOCOL

Interviewee (Title and Name): _____

Role: _____

Name of School: _____

School Domain: _____

Qualifications: _____

Teaching Experience: _____

About the participant and the school

1. How long have you been teaching 5 year olds?

2. How many years of experience do you have in teaching young children?

3. How long have you been teaching in this school?

4. What are your qualifications?

5. Do you prepare children for primary schools? If yes/no, why do you do so?

Teaching practices

1. What do you teach the 5 year olds?

2. What are the different strategies you use to teach young children?

3. How do you know what to teach them?

4. What do you do to determine if learning has taken place?

5. Can you say that you prepare children adequately for formal schools?

6. Is there any guideline that you use to teach children? If yes/no, which guideline and how do you use it?

School Readiness

1. What are the ways that you prepare children to join primary schools?

2. How do you know if children are ready for formal schooling?

3. According to you, what do you need to teach children so they can go through transition from preschools to primary schools easily?

4. What do children need to know to be able to adjust in primary schools?

5. How do you ensure that they have acquired those knowledge?

6. What are the different skills children need to acquire?

7. Why do children need to acquire these skills?

8. How do you cater for acquisition of these skills?

9. How do you teach the children those knowledge and skills they need to be in primary schools?

10. Why do you teach them the way you teach?

Continuity in education

1. What do you do in your classroom to ensure that children will move to formal schooling easily?

2. How do you ensure that the knowledge that children acquired will be of use in formal schools?

3. What are the concepts that children need to know before they joining primary schools?

4. Why do you think that children should know these concepts?

Policy

1. You must have heard of the DLP/PSR. How can these documents be useful in your practice?

2. According to you who is responsible for the transition of children from preschools to formal schools?

3. Are you told how to prepare children for their smooth transition to primary schools?

4. What are the different means you use to ease transition of children from preschools to primary schools?

Close ended questions

1. Do all 5 year olds go to the same primary schools?

2. Can you say that you prepare children adequately to join formal schools?

3. Are you aware of what children do in preschools and primary schools classrooms?

4. Does the NCF help you prepare children for formal schooling?

5. Does the NCF provide any guideline on how to smooth transition of children in primary schools?

6. Do you know how children learn in different settings?

7. Have you heard of the DLP/PSR?

Anything you would like to add:

……

……

……

……

……

………

APPENDIX VII: INTERVIEW PROTOCOL

Name and Designation: _____

Name of School you are working with affiliation details: _____

Professional Qualification: _____

Teaching Experience: _____

Role in Transition: _____

Teaching Experience in transition role: _____

1. Background of Mauritian education system

a. Colonisation of Mauritius

3. Can you name the different settlers who came to Mauritius?

4. What is the last colonisation that Mauritius has seen?

5. **Mauritius Constitution in English language**

6. What is the official language of the country?

7. Which language do you use in your classroom?

8. Why do you use so?

9. Which language is supposed to be used in the classroom?

10. Is it possible to stick to one language? If yes or no, explain why.

6. **Primary education cycle**

3. How will you describe the primary education cycle?

4. Do you find any different between the previous primary education cycle and the NYCBE? If yes or no, please explain the difference.

2. Reform in primary education policy

e. ECCEA Act

3. How does the ECCEA support t teachers in smoothing the transition of children from preschool to primary schools?

4. You are aware that there is a SEN Unit in ECCEA. If yes/no, how do you think the SEN Unit help preschool teachers in transition process?

f. Pre-Primary National Curriculum Framework

3. Do you use the National Curriculum Framework? If yes, how often? If no, why?
4. Does the National Curriculum Framework enable you to prepare children for transition? Which parts of it and how?

g. Developmental learner profile

5. You must have heard of the DLP/PSR. How can these documents be useful in your practice?
6. According to you who is responsible for the transition of children from preschools to formal schools?
7. Are you told how to prepare children for their smooth transition to primary schools?
8. What are the different means you use to ease transition of children from preschools to primary schools?

h. Factors influencing transition of children

3. According to you, what are the factors that influence transition of children?
4. What do you do at your end to prevent these factors from influencing the transition of children in your classroom?

iii. adjustment to formal school

3. What do you do to enable children to adjust to formal schools?
4. How do you know if what you do actually enable children to adjust to formal schools?

iv. Sense of belonging - factor for adjustment

3. How does the sense of belonging to an environment helps children to adjust in an environment?
4. How can you make children feel that they belong to an environment?

3. School Readiness

11. What are the ways that you prepare children to join primary schools?
12. How do you know if children are ready for formal schooling?
13. According to you, what do you need to teach children so they can go through transition from preschools to primary schools easily?
14. What do children need to know to be able to adjust in primary schools?
15. How do you ensure that they have acquired that knowledge?
16. What are the different skills children need to acquire?
17. Why do children need to acquire these skills?
18. How do you cater for acquisition of these skills?
19. How do you teach the children those knowledge and skills they need to be in primary schools?
20. Why do you teach them the way you teach?

4. Teaching practices

6. What do you teach the 5 year olds?
7. What are the different strategies you use to teach young children?
8. How do you know what to teach them?
9. What do you do to determine if learning has taken place?
10. Can you say that you prepare children adequately for formal schools?

5. Continuity in education

7. What do you do in your classroom to ensure that children will move to formal schooling easily?
8. How do you ensure that the knowledge that children acquired will be of use in formal schools?
9. What are the concepts that children need to know before they joining primary schools?
10. Why do you think that children should know these concepts?

APPENDIX VIII: Observation Protocol

- The setting
    - The physical environment – the classroom, the school
    - The context – preschool or primary school
    - Allocation of space
    - Resources available

- The participants
    - The preschool teacher or the primary school teacher
    - Their roles
    - Characteristics of the participants
    - The ways the teachers organise themselves

- Activities and Interactions
    - What is happening?
    - The sequence of activities
    - Interaction that takes place
    - Structure of activities
    - Types of activities
    - Rules and norms within the classroom

- Conversation
    - Types of conversation that takes place
    - Who talks to whom?
    - Who listens?
    - Types of communication – verbal or non-verbal

- Subtle factors
    - Informal or unplanned activities
    - Symbolic and connotative meanings of words
    - What has not happened

- My behaviour
    - My role as the observer
    - How my role affects the scene under observation
    - My thoughts about what is happening

APPENDIX IX: Pilot case code file

Pilot Case										
Pilot Case: Sending End										
	Observation Statement	**Transcript**	**Description (Nvivo)**	**Preliminary Thoughts (what is this about)**	**Initial Categories**	**Refined Categories**	**Initial Theme**	**Final Theme**	**Core Concept**	**Final Concept**
1	Children are encouraged to communicate with teacher, care taker and friends	Teacher engages in conversation with children when they enter the classroom. Greetings, how are you?, Did you have breakfast? Teacher helps children structure their sentences during conversation. Teacher keeps questioning children on one topic of conversation and encourages all other children to participate in the conversation. Children	Communication skills; socialization; transition practice	Helping children interact with adults and peers	Factors of school readiness	Transition skills	Readiness for transition		school transition	Transition practices for school readiness

		also need to learn to communicate to be able to interact their needs in the primary classroom.						
2	Teacher enable children to function independently by going to toilet and washing their hands	Children queue up to go to toilet. Teacher and carer assist them to attend to their toilet need. They queue up to wash their hands and use towel to dry. Teacher and carer assist them throughout.	Independent skills; Hygiene	Assisting children to become independent	Independent skills			
3	Teacher keeps the work of each child in a file.	Teacher records work done by children in a file. The file goes to the parents of the child on the last school day.	Preschool teacher practice; Record of work;	Teacher records the work of each child	Preparing for transition			Preparing children for formal schooling
4	Children feel free to do any activity of their choice.	Children are free to choose what they want to do, which play activity they want to engage into, and they are	Practice in the preschool classroom	Freedom to choose activity in the preschool classroom	Teaching practices in preschools	Teaching practices in Early Childhood Setting		

		free to manipulate materials the teacher lays on the table.									
5	Teacher sets the festive mood as it is end of year.	Since it is end of the year and holidays are coming, teacher focuses more on preparation season's greetings and fun activities. The teacher conducts activities related to festive season and children are already in holiday mode.	Preparation for end of year	Teacher focuses on festive season and holiday.	Sending teacher focused practice						
6	Teacher emphasises on preparing end of school.	Teacher engages in activities that will enable a proper celebration of end of year before school closes for summer holidays. The emphasis is more on dance, singing and	Preschool teacher practice; End of preschool; End of year activities	Teacher prepares children for end of year stage shows	Preschool teacher practices						

		other stage shows.								
7	Children work in small groups of 4-5 children.	In public preschools all children are grouped in one big room which is the preschool, while in private preschools each age group have a specific teacher assigned to the class. Preschool teacher often works with not more than 12 chidlren.	Teacher-child ratio; Grouping of children	Sending teacher works with children in small groups	Teacher practices					
8	Children follow rules and instructions that teacher gives	Teacher introduces the rules for each activity and give instructions clearly. Teacher teaches children to follow the rules and instructions.	Obey rules; Follow instructions	Teacher sets rules and give instruction for children to follow.	Practices of sending teachers					

9	Teacher helps chidlren throughout the day in the preschool classroom.	Teachers and carers look after chidren and help them all the time they seek for help.	Help children	Teacher offers help to children all the time.	Sending teacher practice	Practices of sending teachers	Sending teachers practices in preschool classroom			
10	Teacher gives hugs and uses soft talks.	Teacher hugs children freely and uses soft talks similar to motherly language with language.	Preschool teacher practice;	Teacher hugs children and uses soft talk in class	Sending teacher					
11	Teacher hands over the Developmental Learner Profile to parents on last working day.	Teacher gives each parent the record of work done by their child during the whole year in preschool.	Preschool teacher practice; Transition practice; End of preschool.	Teacher gives the file of each child to their parents	Sending teacher practice					

#										
12	Teacher introduces the activity and uses child-centered approach	Teacher introduces activity to be done and display related materials and resources. Teacher allows children to manipulate the materials and starts by using questioning /brainstorming to begin an activity. In some cases, the teacher uses recapitulation to begin an activity.	Pedagogical approach; Teaching practice in preschool classroom	Pedagogical approach used by preschool teacher to teach children	Pedagogical approach in preschools	Pedagogical approach used in Preschools				
13	Teacher uses the NCF PP as a guide to design, plan and implement activities.	The NCF PP is used to prepare activities. The objectives of activities are according to the performance indicators of respective areas of learning.	Policy document; National Curriculum Framework PrePrimary; Preparing activities; Quality Early Childhood Education	Teacher desgins, plans and implements activities by using the NCF PP.	Pedagogical approach			Sending teacher focused transition practices		

14	Teacher gathers children during circle time for play and storytelling.	Circle time is the time when teacher gathers children in a circle. They sit on the floor and play games or gathers around the teacher to listen to stories. They also engage in conversation during circle time.	Preschool teacher practice; Teaching strategy; Circle time	Teacher engages children in activities during cirlce time.	Pedagogical approach in preschools					
15	Teacher teaches basic concepts through areaas of learning by conducting activities.	Through activities and areas of learning, children learn basic concepts that they need for further learning to take place.	Teaching practice in preschool classroom; Areas of learning; Activities; Basic concepts	Teaching basic concepts for further learning	Quality Early Childhood Education	Quality preschool education	Teacher focused quality transition practices			
16	Teacher implements Developmentally Appropriate Practices and conduct	The activities are planned for each area of learning and for specific age groups. Most activities are	Planning activities; Integrated approach; Pedagogical approach;	Integrated approach to teaching in preschool classrooms	Philosophy of practice					

	s activities through integrated approach	conducted in relation to other areas of learning.	Developmentally Appropriate Practices							
17	Teacher encourages active participation of children in any activities.	In conducting activities, teacher uses different teaching strategies but encourages children to participate actively. Children also show enthusiasm openly and freely.	Active participation in activities; Freedom of expression of children	Teacher prompts children to participate actively in class and allow them to express themselves/their feelings freely.	Teaching for continuity					
18	Teacher uses observation and questioning to evaluate children.	In order to know if children have acquired the skills and knowledge they have learnt from activities, teachers use observation and questioning.	Evaluation of children; Assessment; Acquistion of knowledge and skills	Teacher uses observation and questioning as assessment tools	Early Childhood Education					

19	Teacher talks to parents of children at the time they drop the child to school or at pick-up time.	Parents are made aware of child's effort, achievement and behavior	Parental involvement	Parents are involved directly and indirectly in the education of their child.	Parental involvement	Parental involvement				
20	Teacher invites parents to come to school for end of year celebration.	Teacher invites parents to be present for the show where their children will be performing on stage.	Preschool teacher practice; End of preschool; End of year activities	Teacher invites parents for the show where their children will perform.	Parental involvement in school					
Pilot Case: Receiving End										
1	Teacher has decorated the classroom with paper garlands, banners, charts and colourful 'WELCOME' note.	The classrooms look quite attractive to welcome the children. Teachers have invested time in putting up garlands, banners and new charts of alphabets and numbers.	Primary classroom; First day in primary classroom	Welcoming children in primary classroom	First time in the primary school classroom	Entering primary school	Entering primary school	Receiving teachers focused transition practices	Primary school transition	

2	Teacher takes children out from the classroom for a guided visit around the school.	Teacher takes children for a tour of the school, showing them places they need to know, for instance, toilets, canteen and headmaster's office.	Transition activity; First time visit in school;	Teacher introduces the new school environment to children.	Introduction of the new school environment and teacher					
3	Teacher tells a story to children before ending the day.	Teacher relates a story to the children as they sit and listen. Some children try to engage in conversation with the teacher by telling parts of the story.	Transition activity; End of first day at school; Teacher-Child relationship; Relationship building; Interaction	Teacher engages in story telling and observe listening skills and attention of children.	Activities on first day at school					
4	Teacher deals with children who cry	Some children cry on the first few days when they join primary schools. Receiving teacher try to divert their minds through activities and remind the children that they are now in	Receiving teacher transition practice; Transition to formal schooling; New environment	Teacher asks children indirectly to adjust to the new classroom	Transition activity	Transition activity in primary schools				

	the big school and it is not good to cry when you are a big child.									
5	Teacher tries to create a bond with children from a distance	Teacher tries to build relationship with children so as to help them adjust in their new environment and to accept the fact that they are in a big school.	Receiving teacher practice; Adjustment in primary schools	Teacher helps children adjust in the primary classroom	Transition activity					
6	Grade 1 teachers welcome children with colouring and drawing activities and story telling.	Teacher take children to their classroom first and give them papers and crayons to draw and colour. During the activity, the teacher tries to interact with each one.	First day in primary classroom; Transition activity; Interaction	Teacher puts children at ease in their new classroom by introducing activities that they are familiar with in preschools.	Receiving teacher transition focused practices	Teacher focused transition practices	Receiving teachers practices			

7	Teacher take worksheets for children to work.	Teacher starts the first full day of school with worksheets of drawing and colouring activity.	Transition activity; New entrants first full day at school; Pedagogical continuity	Teacher starts first full day with activities related to preschool	Receiving teacher transition focused practices				
8	Teacher introduces self and asks each child to introduce themselves by telling their names and where they live.	Teacher introduces herself/himself to children and each child stands up and says their names and where they come from.	Introduction of children and teacher; communication skills	Teacher prompts children to engage in conversation	Receiving teacher practice	Practices of receiving teachers			
9	Teacher encourages each child to come forward to show their talent: singing, poem recitation, dance moves.	After the break, teacher asks each child if they know how to dance or sing or recite poems etc. Each child is requested to come forward to show their talent to the class. Some	Relationship building; Teacher-child interaction; Getting to know the new comers;	Teacher learns about the new schoolers.	Receiving teacher practice				

		children were at ease while some did not respond much in this activity.								
10	Teacher leads children to toilet and wait for them outside.	After the tour, teacher asks children if they would like to go to toilet. No matter the answer, the teacher leads children to the toilet and wait for them outside.	Independent skills	Teacher is sure that children are independent and can attend to toilet needs on their own.	Expectation of acquired independent skills	Skills for primary school readiness	Factors of primary school readiness	Receiving teachers focused quality transition practices		
11	Teacher gradually starts the activity exercises in the Primary School Readiness Booklet.	Teacher introduces the work in the Primary School Readiness Booklet which they are supposed to complete in the first month the child is in school.	Primary school classroom; Receiving teacher practice; School Readiness of children;	Teacher starts to assesss children's school readiness.	Skills for primary schools					

12	Children are expected to know their books.	Teacher asks children to take specific books from their bags. Children often are confused and unsure about the right book and therefore ask teacher if it is the right book or not. The teacher then proceeds to show them the cover of the book that they are supposed to take out from their bags.	Independent skills; Receiving teacher practice; Follow instructions	Teacher gives instructions to children	Skills for primary schools					
13	Teacher distributes cakes and juice to children and allows them to eat and drink.	Children are given a break after toilet. Teacher expected them to have washed their hands as cake and juice have been distributed. Children eat and drink on their own. Some	Independent skills	Teacher expects children to be able to eat and drink on their own	Independent skills	Skills for primary school				

		refused to eat or drink.									
14	Children are on their own during lunch time.	Teacher leaves children in the classroom during lunch time and children are expected to manage on their own for the 30 minutes. They engage in play activities with their peers.	Receiving teacher practice; Independent skills; Play	Teacher allows children to be on their own and play during recess.	Independent skills						
15	Teacher reminds children of the classroom rules.	Since the children are used to freedom in the preschool classroom, they tend to forget the rules as explained by the teacher and engages in conversation with their peers or with the teacher. They tend	Primary classroom rules; Receiving teacher practice;	Teacher keeps telling children about classroom rules.	Rules and instructions in primary school						

		to walk around the classroom and touch materials that they see around them.								
16	Teacher engages in more conversation with children.	Teacher communicates with children and gives opportunity for more interaction to take place in the primary classroom. Discussion about movies, songs, plays takes place. Teacher uses the charts to know if the children know the alphabets, numbers, shapes and colours. Each child is given the opportunity to read sight words in the classroom.	Pedagogical approach; Transition activity; Transition practice; Interaction; Communication skills; Literacy, numeracy and reading skills	Teacher engages in activities to know about readiness of children.	Expectation of readiness of children to be in primary classroom	Readiness for formal schooling	Receiving teachers practices			

| 17 | Children go to toilet and attend to their hygiene on their own. | Children are asked to go to toilet and wash their hands before eating. When they come back to class, they unpack their boxes on their own and feed themselves independently. Some children seek help of teachers to open their bottles or lunch box. The teacher helps but also try to teach the children how to do same. | Independent skills; Teacher's assistance; Transition practice; | Teacher allows children to behave independently and provide limited assistance. | Factors of school readiness | | | | | |
| 18 | Teacher introduces new rules of primary school. | Teacher introduces the rules of the classroom to the new entrants. For instance, they have to raise finger if they need to talk, they should not talk with their friends, | Follow rules and instructions; transition practice; Receiving teacher practice in primary classroom. | Teacher teachers children the rules of the primary classroom. | Pedagogical approach in primary schools | Pedagogical approach and continuity | | | | |

		they should be attentive, they need to ask for permission to go to toilet, etc.									
19	Children are asked to write the day and date in their books.	Teacher expects children to know how to write	Writing skills; Receiving teacher expectations	Teacher instructs children to write.	Instruction to write						
20	Teacher ask children what they know	Teacher uses charts to test prior knowledge of children. Literacy, numeracy and reading skills are focused upon.	Literacy, numeracy and reading skills; pedagogical continuity; Receiving teacher practice	Teacher finds out the prior knowledge of children	Pedagogical continuity						

Appendix X: Sequenced transcripts

	Transcript	Description (Nvivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept	Final Concept	
1	Mauritius was discovered by the Portuguese in 1540, the Dutch settled on the island with a handful of African and Indian slaves between 1598 to 1710	Colonisation	Portuguese discovered mauritius. The Dutch were first settlers. Colonisation started	Dutch Colony	colonisation of Mauritius	British Education System	Education reform	education reforms for primary school readiness	Primary school readiness	School readiness transition practices for transition from preschools to primary schools
2	The French succeeded Dutch in 1715 until the arrival of the British in the year 1810	British colony	The Dutch were succeeded by French. British colony established	British colony						

3	The plural society of Mauritius is therefore due to its history of colonisation, Mauritius is known as the multilingual, multi-ethnic and multicultural island	multilingual, multi-ethnic and multicultural island	Mauritius is known as the multilingual, multi-ethnic and multicultural island due to colonisation	Multi-lingual	Mauritius Constitution in English language					
4	Mauritius is one of the countries in the African continent that has dual language policy which is divergent from those of colonizing power. Despite	Pluristic society	Mauritius as French Colony promoted linguistic diversity .This is directly related to culture and educational concepts	impact of colonisation on education						

	having been a British colony, Mauritius stuck to the French policy of not using African languages for teaching.										
5	The Constitution of Mauritius was made final in a Constitutional Conference in 1965 in London and the official language is English.	Constitutional Conference	Mauritius Constitutional Conference with English as official language	Official language							
6	The Education System in the island is closely related to that of the British	British education system	Influence of British on the education system of Mauritius	English language for education system							

7	Mauritius got its independence. Education became one of the main preoccupations of the Mauritian Government. Investment of resources, both human and material in the Education Sector led to progress. 3+ and 4+ aged children received per capita grant. Expansive primary-school building programme that	Compulsory and free primary education	Investment of resources in the education sector for the development of Mauritius	Free Primary Education	primary education cycle	Reform in education policy				

	extended free primary education to all Mauritian children.									
8	After Jomtien Conference in 1990, a Master Plan on Education for an overall transformation of the system was formulated. Nine-year compulsory and fundamental education cycle was introduced. Students who fail CPE in two	Nine-year compulsory and fundamental education cycle	Nine-year compulsory and fundamental education cycle and pre-vocational stream was introduced.	Nine-year education cycle						

	sittings joined prevocational stream for three continuous years.									
9	Quality education is determined by the number of children a teacher can work with in a classroom and quality teaching	Teacher-Child ratio	the number of children a teacher can work with for quality teaching	reform in primary teaching	Reform in primary Education Policy					
10	Towards a Quality Curriculum – Strategy for Reform was created. National Policy and Strategy Document on Special Educati	Strategy Document on special education needs	National Policy and Strategy Document on Special Education Needs and Inclusive Education	Policy on special education needs						

	on Needs and Inclusive Education in Mauritius to respond to specific and emerging educational needs of all children with special educational needs with focus on the SEN of all children with disabilities. Diagnostic Assessment in Standard III was introduced.										
11	The Ministry set up - a proper structure for	Pre-school services and prepri mary	quality of presch ool service s throug	reform in primar y curricu lum							

	training of preschool teachers - the provision of preschool services - a proper structure to ensure the quality of preschool services that was being given in the private sector - A pre-primary curriculum	curriculum	h pre-primary curriculum								
12	Education and Human Resources Strategy Plan 2008 – 2020 focused on Early Childh	smooth children transition (pre-primary to primary schools).	Early Childhood Care and Education Authority Act was promulgated Bridgi	Early Childhood Care and Education Authority Act	ECCEA Act	Reform in Pre-primary Education policy					

ood Care and Education Authority Act was promulgated Bridging the Gap Project to smooth transition of children from pre-primary to primary schools. Baseline Profiling was introduced in Standard I. National Curriculum Framework Primary saw the light.		ng the Gap Project to smooth transition of children from pre-primary to primary schools.							

1 3	Early Childhood Care and Education Authority was set up. Set up of SEN Unit to implement SEN policy through the ECCEA. 2 years preschool education + 6 years of primary education + 5 years lower secondary + 2 years upper secondary then students move to Higher Education and from there to labour	special education need policy	Set up of SEN Unit to implement SEN policy through the ECCEA	Early Childhood Care and Education Authority Act			Schoo l Readi ness			

	market. 3 years' prevocational stream for those who failed the CPE after primary schooling was added.										
14	Remedial Education for Standard III and Enhancement programme for Standard III and IV were introduced. Introduction of Kreol Morisien as subject in Grade I for primary schoolers. Nation	Preschool and primary education	National Curriculum Framework for Pre-Primary was created	Pre-Primary National Curriculum Framework	Pre-PrimaryNational Curriculum Framework						

	al Curricu lum Frame work for Pre- Primar y was created.									
1 5	Introdu ction of Develo pmenta l Learner Profile, a tool used by teacher s to record achieve ments, abilitie s and potenti al of childre n before they move to primar y schools . Primar y School Readin ess was introdu ced in Grade I to enable primar y school	Readi ness of the new entran ts	Introdu ction of Develo pmenta l Learne r Profile	Introd uction of Devel opmen tal Learne r Profile (DLP)	Develo pmenta l learner profile	Early Childh ood Educa tion				

	teachers to know the readiness of the new entrants. Manual of Activities for Pre-primary school teachers.										
1 6	Guidelines for a universal set of standards for learning, development and care that young children should experience in all preschools	Guideline for preschool teachers	Preschool curriculum guideline for development of children	Preschool curriculum guideline							

1 7	The NCF PP has been worked out in such a way that there all children have the opportunity to acquire early learning experiences through an anti-discriminatory practice.The document proposes guidelines for a universal set of standards for learning, development and care that young children	Literacy, numeracy, socio-emotional competencies	What children need to know before going to primary school	Preschool teaching						

	should experience in all preschools. Developmental needs of young learners and the environment in which learning should take place have been addressed.										
18	The DLP is filled by the preschool teachers and sent to the primary school teachers. The PSR is a booklet of worksheets and activities that	Introduction of Developmental Learner Profile	What teacher need to know about child going from pre-primary to primary school	Use of the Developmental Learner Profile (DLP)							

	primary school teachers use to learn about the prior experience and learning of the new primary school entrants.								
	Transcript	**Description (Invivo Codes)**	**Preliminary Thoughts (what is this about)**	**Initial Categories**	**Refined Categories**	**Initial theme**	**Final Theme**	**Core Concept**	**Final concept**
19	Transition of children in early years is influenced by various factors such as, age of entry in formal schooling, the difference in the settings, relationships,	children transition factors	Age of entry to formal school; Difference in settings; Relationships; Curriculum continuity	Factors influencing transition of children	Factors influencing transition of children	Transition from preschool to primary school	Transition practices for school readiness	Quality education and school readiness	Quality early years transition practices

	curriculum continuity among others.										
20	Attendance in preschool and parents had some positive influences on children's transition and adjustment to school and they concluded that there need to be an increase awareness of the importance and effectiveness of early childhood education in preparing learner	Factors influencing transition of children; Adjustment in primary school; Quality education	Provision of quality education to prepare children for formal schooling	Factors influencing transition of children							

	s for successful learning. Preschools hold an important role in supporting children's adjustment to school and it was the government who should provide quality preschool provision.										
2 1	Children showing better behavioural skills in Scottish primary schools, teachers tended to rate higher their school	behavioral skills	Behavioral skills and socio-emotional development determines adjustment to formal schools	adjustment to formal school	Adjustment to formal school						

	adjustment. Teachers reported more interest in children´s personal development (i.e., emotional and social) during this period than in any specific academic skill.										
2 2	Children showing better behavioural skills in Scottish primary schools, teachers tended to rate higher their school adjustment. Teachers	behavioral skills	Behavioral skills and socio-emotional development determines adjustment to formal schools	adjustment to formal school							

	reported more interest in children´s personal development (i.e., emotional and social) during this period than in any specific academic skill.											
2 4	The role of socio-emotional development is a key point to foster transition to primary school. This socio-emotional development is intrinsically linked to the ability –	socio-emotional development	socio-emotional development of the child and adjustment in formal classroom	adjustment to formal school								

	among others- to make friends and general socialisation in classroom and arguably has a positive effect on behaviour in the classroom.									
2 3	Transition and adjustment are closely intertwined and the 'oneness' or belonging is a key indicator of successful transition. Oneness is associated with the child's sense of	Sense of belonging; Adjustment	Teacher-child relationship during transition improves adjustment	Sense of belonging - factor for adjustment	Factor of adjustment					

	identity and belongi ng, which means that when childre n feel valued and support ed, connect ed with others and the new setting, they adjust more easily.									
2 5	Transiti on practic es contrib ute not only to the parent-teacher relation ship but to the involve ment of parents in the school experie nce of the student s as critical outcom	Parent al involv ement	Parent al involv ement in educati on of childre n leads to succes sful transiti on	Parent al involv ement	Parent al involv ement as transiti on practic e	Transi tion practic es				

	e variables within successful transition to elementary school.											
2 6	When parents participated in more transition activities, they became more involved in their child's education. This element has shown great influence during this transition period given that it has been observed that major parental involve	Parent participation	Parental involvement in education of children leads to successful transition and academic success	Transition practices								

	ment leads to greater academic success									
2 7	More attention should be given to the working practices that frame boundary work and boundary spaces had to be managed and they also proposed that there is a need to deepen the understanding about everyday transition practices and	Transi tion practic es	How presch ool and primar y school teacher s constru ct their practic es.	Need for transiti on practic es	Transit ion practic es					

	as a means to develop good transition practices, there is the need to learn more about the processes in which the practices are constructed.										
28	There is a need for teacher in the prior to school setting and the primary school to assist children more explicitly.	Transition practices	Sending and receiving teachers practices during transition process	Teacher transition practices							

2 9	The key elements in effective transition practice include teacher collaboration, parental participation and children's agency gave rise to questions as follows: • How teachers may be supported to collaborate • In what ways can we make space for parental participation • What is meant	Transition practices	how can teacher implement effective transition practices	Teacher transition practices						

	by children's agency and how does it help									
3 0	While there has been recom mendat ions for child prepara tion yet most of the suggest ions are directe d toward parents and service provide rs, such as the use of timelin es for comple tion of transiti on-related tasks and arrangi ng visits to prospec	Transi tion activit ies	Transit ion activiti es to prepar e of childre n for transiti on from presch ool to formal school	Transit ion activiti es	Transit ion activiti es					

	tive programs.										
31	South Africa has established a policy to assist in preparing children for formal schooling through the development of the 2001 White Paper No. 5 on Early Childhood Development.	formal schooling policy	It is mandatory to prepare children for formal schooling.	Prepare children for formal school	Quality Education	Quality Education in Early Years	Quality in Early Years Education and transition practices				
32	The British Government introduced the EYFS in 2008 in order	Early Years Education Policy	Introduction of EYFS	Early Years Foundation Stage in UK							

	to ensure that the provisi on of quality early years educati on is consist ent through out the country . It has been recogni sed that the introdu ction of the EYFS, shows its commit ment to early years educati on.										
3 3	Tacklin g drop- out and failure rates are of particul ar importa nce in light of internat ional commit ments and policies regardi	drop- outs and failure rates	Drop- outs and failure rates are of major concer n to policy makers	Provisi on of quality educat ion							

	ng universal coverage and the provision of high quality educational services in primary education									
3 4	There is an awareness of the benefits of cross-sector collaboration, the sharing of knowledge and the importance of creating opportunities for children to build on what they already know,	knowledge base of Curriculum	Curriculum continuity as transition practice	Curriculum and transition	Curriculum continuity					

	can do and have experienced. Transition practices have an impact on curriculum and its implementation.										
3 5	Children should be supported to demonstrate and use what they know, and their skills, sense of worth and self-directed learning can bridge into new opportunities consistently and	transition base of curriculum	Curriculum continuity as transition practice	Curriculum continuity as transition practice							

	confide ntly.										
3 6	Alignm ent of the curricul a and sharing written inform ation betwee n prescho ol and primar y school were the best predict ors for a positiv e childre n's skills develo pment. The more diversit y of transiti on practic es implem ented, predict ed specific ally a major	Childr en skill develo pment	Curric ulum contin uity and sharing of inform ation betwee n presch ools and primar y school s	Curric ulum contin uity and sharin g of inform ation							

	development on children's academic skills.											
37	Whilst all of these discontinuities impact on children's transitions differently, there is a strong consensus that pedagogical discontinuities are the most pertinent with regard to the polarisation of Early Years Foundation Stage and Year 1 provision. Evident	Pedagogical continuity	Continuity of pedagogy to smooth transition to formal schooling	adjustment to formal school								

	ly, there is an absence of bridging between these two phases of education, meaning, children are at risk of experiencing an abrupt transition to formal schooling									
38	In the United Kingdom, the Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that childre	Preschool curriculum guidelines	Knowledge and skills children should acquire through a guided curriculum	Curriculum guidelines	British transition practices	School readiness and British transition practice				

	n learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life								

3 9	The Early Years Foundation Stage Profile (EYFSP) which is a document that is filled by the teachers working with four to five years old. It records each child's progress and development. Children are assessed by the teacher who is meant to judge whether the child is acquiring the required level of development	Curriculum Framework	What children need to know before going to primary school	Teacher practices						

at the end of the reception year or the first year of primary schooling. There are three levels of expectations, the expected level, the exceeding the level, and the not yet reaching the level (DfE, 2013). The EYFS therefore is a prescribed curriculum that guides practitioners in their practice.									

40	There are systematic differences between preschool and primary school education, with regard to physical environment, curriculum content, classroom organisation, and pupil-teacher ratio	contrast pre and primary schools	Differences between preschool and primary school	Distinction between preschool and primary school education	Difference between preschool and primary school					
41	Larger class size, a subject based curriculum, stricter school rules, more homework, a tighter timetable and	school rules	Determinants of effective transition	Challenges of transition						

	longer school hours which demand the use of literacy and numeracy skills are what make transition from preschool to primary school challenging											
4 2	Transition intervention could have positive long-term outcomes on children's academic achievement. Having teachers well prepared and children ready to	school readin ess	Prepar ed teacher s and ready childre n lead to positiv e transiti on	Readin ess of teache rs and childre n								

	transition, a positive and direct impact on first grade failure and repetition rates was observed. There is an important impact on drop-out and course repetition rates if transition process is not appropriately addressed								
43	Teachers' emotional support was associated with a major phonological awareness. When a	Emotional support	Teachers influence learning through interaction and emotional support	Support of primary teachers	Receiving end	Teacher practices	Consequential transition and transition practices	Consequential transitions theory and transition practices	

	high quality teacher-child interaction was observed, the vocabulary of fifth grade children increased significantly. Emotional and instructional teacher support was associated with an improvement in word-reading.									
44	Classroom organizations had a positive impact on the development of math skills.	Classroom organization	Classroom organization in primary schools	Primary school classroom						

4 5	Teacher's frequent use of transition practices was associated to a major family involvement which in turn had a positive effect on children´s academic attainment.	child academic attainment	Transition practices involving families has positive effect on children's academic achievement	Teachers transition practices	Sending and receiving teachers practices					
4 6	Once the transition period has taken place, the role of the preschools and the sending teachers comes to an end, while that of the primary y	teacher focused transition	Role of preschool and primary school teachers in transition	Role of sending and receiving teachers						

	school teachers becomes active									
4 7	Consequential Theory (1999) is mainly concerned with how knowledge is transferred from one situation or setting to another. Transitions are consequential because they have an impact on the individual and the social context they live in.	Consequential theory	Transfer of knowledge from one situation to another setting	Transition	Transition theory	Theory of consequential transition				

| 4 8 | Consequential transition is directed towards not only how education can prepare children, adolescents, and adults adapt to existing society by maintaining a certain degree of continuity in collective values and beliefs, but also how to prepare individuals to participate in the transformation of society | consequential transition | How teachers prepare children for formal schooling | Consequential transition | | | | | | |

| 49 | Four types of transitions to understand the different form of consequential transition: - Lateral, Collateral, Encompassing and Mediational | Types of consequential transition | Consequential transition can be of four types | Types of consequential transition | | | | | | |
| 50 | Consequential transition has been used in studying the transition from primary to secondary school. The strategies used to smooth transition draws on mediational | Mediational transition | Study how teachers prepare children for the transition from preschool to primary school | Mediational transition | | | | | | |

	Transcript	Description (Nvivo Codes)	Preliminary Thoughts (what is this about)	Initial Categories	Refined Categories	Initial theme	Final Theme	Core Concept	Final concept
	transition.								
51	The Strategic Plan 2008 – 2020 outlines two objectives on the preschool and primary school sector - lay emphasis on teaching and learning - the different transitions in the life of the child	school transition	Preschool and primary school teaching and learning in relation to different transitions the child has to go through in life	Strategic Plan 2008 - 2020	Education Policy	Quality Early Childhood Education	Policy and quality early childhood education	School readiness and policy	Teacher focused transition practices for school readiness

5 2	Domains of development are being given more importance, the objective being "to ensure that ALL children aged 3 to 5 years in Mauritius have the opportunity to develop their individual intellectual, socio-emotional and psycho-motor skills to the best of their capacity in order to build the confidence and self-esteem in	childhood learning foundations	Sending teachers must ensure school readiness of children through the domains of development, self-development, with necessary skills and knowledge for further learning.	EHRSP 2008 – 2020							

	learning that will not only prepare them for the next level (primary school) but, more importantly, lay the foundations for learning that will support them throughout their lifetime".										
5 3	Inherent differences in policies and frameworks which guide preschool and primary school curricula may create discontinuities and	education Policy	A link needs to be established between preschool and primary school curriculum to ensure continuity	Continuity from preschool to primary school	Curriculum continuity						

	therefore prove challenging for young children										
5 4	To maintain continuity with primary schools, a rudimentary segregation need to exist with respect to the subjects they teach at the first grade of the primary school	Pedagogical continuity	For smooth transition to formal schooling there need to be continuity	Curriculum and pedagogical continuity							

5 5	Curriculum guidelines can be seen as a means to ensure continuity in children's learning as they reach compulsory school age. Regulating curriculum has been seen as raising the status and visibility of early childhood institutions, a measure of quality improvement and equity, a goal-steering device within	education policy on teaching Quality	National Curriculum guidelines to ensure quality early childhood education	Ensuring continuity policy						

	the context of national decentralisation policies and as a way to establish a shared framework of guiding principles among major stakeholders in the field									
56	Transition is a process which does not end when children start school. It is about creating a seamless process that will enable children to learn and	childhood learning settings	Children should be prepared for continuity in learning in any transition process	Teaching for continuity	Continuity from preschool to primary school	Teaching for continuity				

	develop continuously from home and early childhood settings to the primary school.										
5 7	Primary schools prepare for the transition of children into formal education while structuring the first year of formal education to deliver developmentally-appropriate learning while promoting continuity.	Receiving teachers	Receiving teachers promote continuity through developmentally appropriate practices	Promoting continuity at receiving end							

5 8	The objectives of preschool education were to provide a smooth and successful induction to primary school and to develop cognitive and behavioural skills	Preschool education	Preschool teachers must prepare children for primary school education	Role of Sending teachers	Role of sending teachers					
5 9	The preschool teacher is the one who is aware about the child rather than the primary school teacher	Sending teachers	Preschool teachers know the children in their setting before they go to primary school where the teacher knows nothing yet about them.	Sending teachers						

60	Teachers have to help children build new and trusting relationships within early childhood communities.	Preschool practices; transition activities	Preschool teachers help children develop socially.	Sending teachers practice	Sending teachers practices					
61	Transition activities may contribute to continuity since continuity of learning experiences facilitates transition from preschool to primary school.	Sending teachers; transition activities	Sending teachers can facilitate transition of children to primary schools through transition activities.	Sending teachers						
62	The ways in which policies are understood by those who	Teachers' characteristics	Teachers abiding to policies	Policy and teacher practices	Policy and teachers	Transition in early years and policy				

	need to put them into practice are influenced by social, institutional and personal characteristics.											
6 3	The role of teachers is to make children's dispositions to learn visible	Sending and receiving teachers	Teachers influence learning process of children	Role of teachers								
6 4	School is an unchangeable unit to which the children have to adjust and to which the ECCE setting must deliver children who are ready.	Role of preschools; Role of schools	Sending teachers must prepare children for primary school	Role of Sending teachers								

6 5	Not being ready for transition to school at some point can be detrimental to future learning and self-esteem. Transition to school is equally important as to what happens once the children are in schools.	transition preparedness	Transition to school is important for future learning and for the self-esteem of the child	Importance of transition	Importance of transition						
6 6	Transition is a process which does not end when children start school. It is about creating a seamless process that	Process of transition; Importance of transition	Transition is a process which caters for further learning continuosly	Importance of transition								

	will enable children to learn and develop continuously from home and early childhood settings to the primary school.								
67	Preschools need to work towards helping children develop their capacities in all the aspects of development. Preschool teachers need to prepare children for formal schooling. It	preschool teachers prepare children	Sending teachers must prepare children for primary school	Sending teachers focused transition practices	Sending teachers focused transition practices	Sending teachers focused transition practices	Sending teachers focused transition practices and transition activities	Teacher focused transition practices for school readiness		

	is through the acquisition of certain basic knowledge, skills, and competencies that children will be able to move from preschool to primary school.											
68	School readiness develops through school experiences of children, while they manage the various contexts and demands they come across, posits that school	child school experiences	Sending teachers shape school experiences of children leading to school readiness	Sending teachers focused transition practices								

	and classroom practices and context of school shape experiences of children											
6 9	What educators do matters!' and when the teachers notice, name and nurture each child's dispositions to learn, they cultivate a community that values each child's identity as a mighty learner and citizen.	Teacher focused practices	Teacher creates the learner and the social being of the child	Teacher focused practices								

7 0	The key role of the Government when they dictate teachers' practices, with national guidelines which outline different models of teaching, give rise to discontinuities in the teachers' pedagogies as they strive to meet these guidelines in their individual institutions. Teachers may opt away from the	National Curriculum Framework; pedagogical approach; curriculum guidelines; Policy and transition of children;	Transition practices of teachers are influenced by policy and curriculum guidelines	Policy and curriculum guidelines influencing teacher practices	Factors influencing transition of children					

	play focus of preschool due to the emphasis laid on performance for primary school children, so as to help them in their academic achievement.										
7 1	How teachers make sense of curriculum initiatives and the impact these have on their thinking and daily practice is a basic issue in curriculum change	Curriculum change; teacher practices	Teachers transition practices influenced by curriculum guidelines	Curriculum guidelines influencing teacher practices							

72	Transition activities that helped in identifying feelings and promoting friendship enabled children to better adjust into primary school and developed a sense of belonging, formed new friendships and showed greater resilience	Transition adjustment;	Transition activities to prepare of children for transition from preschool to formal school	Activities easing transition	Transition activities	Transition activities				
73	School readiness is also associated with self-confidence, listenin	School readiness; skills for school readiness	What children need to acquire before going to primary school	Skills for school readiness	Acquisition of skills for school readiness					

	g to instructions, showing curiosity and interest and being able to separate from their parent/ carer for a whole day, counting, mathematical skills and reading and writing.										
7 4	School readiness was related to self-care skills, where the child can go to toilet on his/her own and the ability to socialise.	Skills for school readiness; Independent skills	Sending teachers teach skills to become ready for formal schools	Independent skills for school readiness							

7 5	Self-esteem, social skills, independence, language and communication skills, and concentration are important for transition	Skills for school readiness	What skills children should acquire for a smooth transition	Skills for primary schools	Skills required to join primary schools	School readiness	Teaching for school readiness			
7 6	A set of factors such as the ability to listen and concentrate, ability to count, recite the alphabet, know letters, shapes and colours, behave in a polite and socially acceptable manner	Skills for school readiness	Skills children should acquire to join primary schools	Factors of school readiness						

	are pre-academic skills which are equally important for transition.				
7 7	The transition period is one in which academic skills are being formally taught	Transition; Academic skills	Academic skills are required for transition.	Transition and academic skills	Readiness for transition
7 8	Readiness implies different notions such as, readiness to learn, readiness for school and 'child-ready' schools focusing on educational interventions and outcom	Ready for schools; School readiness;	What does being ready for school mean?	Ready for schools	

	es in terms of quality										
7 9	Pedago gical matters are of concern in the prepara tion of children for the transiti on to primar y schools	Pedag ogical contin uity; prepar ing childr en for primar y school s;	Pedago gy is the root of prepari ng childre n for primar y schools	Pedag ogy to prepar e childre n	Philos ophy of practic e	Teachi ng philos ophy in early years					
8 0	Presch ool teacher s adopt more progres sive and humani stic philoso phies, while prioriti sing social cooper ation and respect for individ uals, primar y school teacher s not	Teachi ng philos ophy	Sendin g and receivi ng teacher s have their own teachin g philoso phy which needs to be bridge d.	Teachi ng philos ophy of sendin g and receivi ng teache rs							

	only appreciate the humanistic philosophies, they also incorporate behavioural and comprehensive philosophies emphasising the systematic teaching of skills and teacher directed learning.									
81	Reception teachers are more concerned about the dispositions and attitudes of children when they join	Receiving teachers; Factors influencing learning;	Factors contributing to effective learning and promoting learning in children.	Factors influencing learning	Evaluation of learning	Assessment in early years	Teacher practices			

	formal schools. These dispositions and attitudes as highlighted by the author, are the characteristics of effective learning as they encourage children to learn.			
82	Profiling techniques have been used successfully to determine the type and amount of literacy instruction that is appropriate for each child in early	teaching practices; assessment in early years	Techniques used by teachers to assess children	Evaluating learning

	and primary classroom.										
8 3	Despite collaboration of teachers in both settings, the different languages used by the teachers to describe his/her practices may be misunderstood by children and parents. Therefore, the author concluded that teachers need to stress more on shared meanings	Language for instruction; communication skills of teachers	Teachers must use appropriate language for instruction and communication	Lanugage and communicationsfkills of teachers	Language and communication of teachers	Language and communication						

	rather than shared terminology										
8 4	Verbal report sharing of information about a child's development between preschool and primary school teachers is useful, how this information is shared and how it is utilised in teaching practices needs to be reviewed and improved.	Transition practices; communication of teachers from both ends; sharing information about children;	Sharing of information on children by sending and receiving teachers.	Communicating for sharing information							

APPENDIX XI: Code book 1
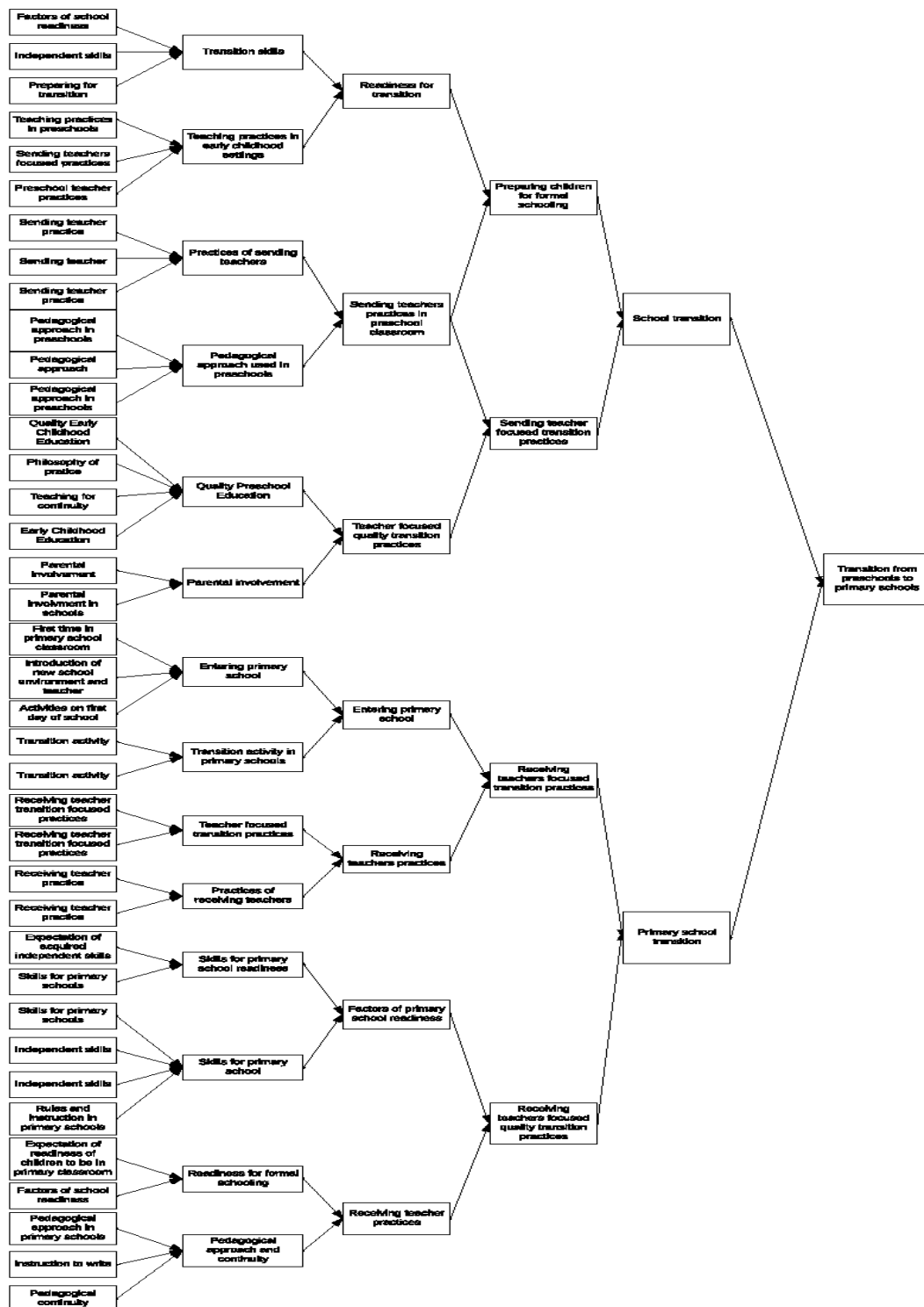
APPENDIX XII: Code book 2
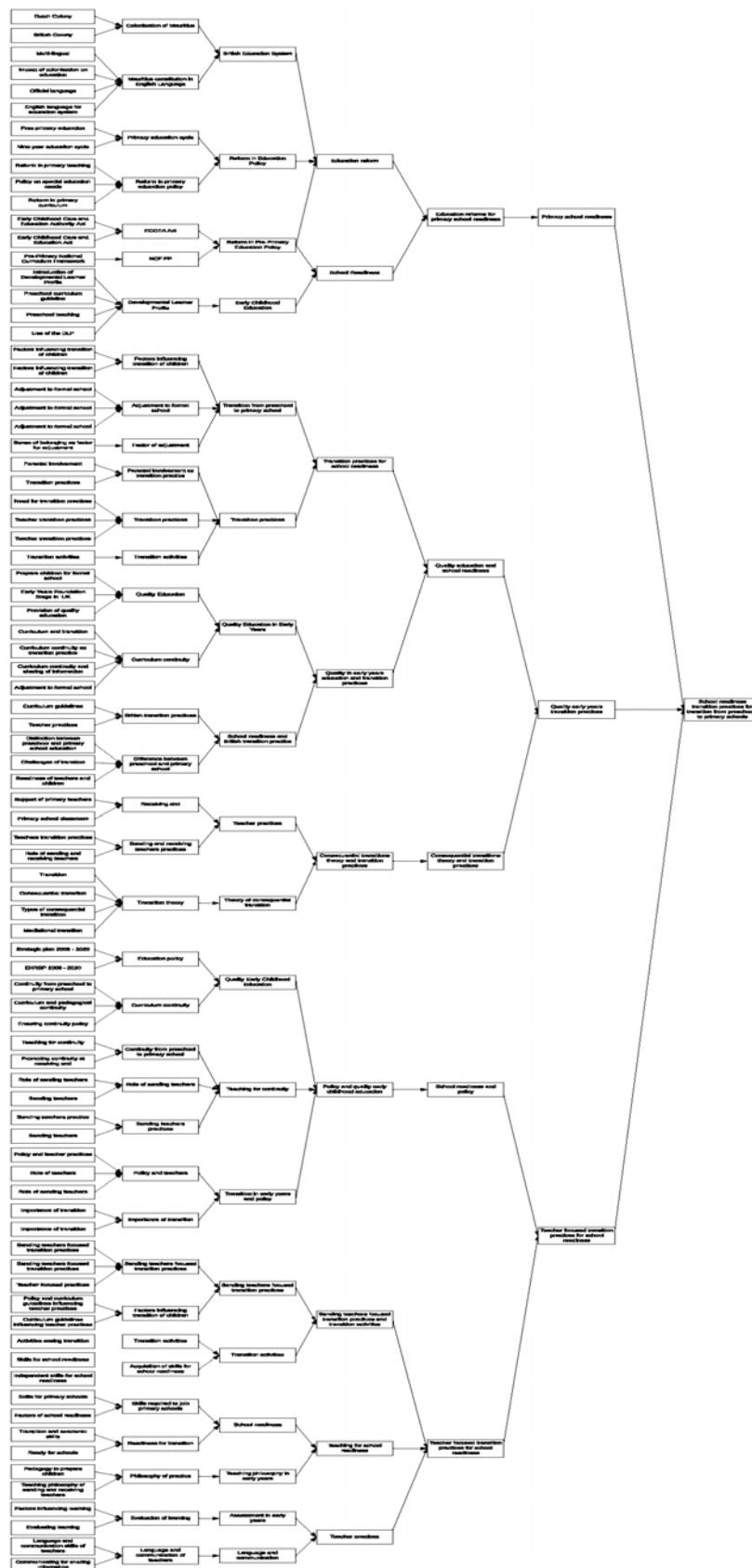
APPENDIX XIII: Code book 3
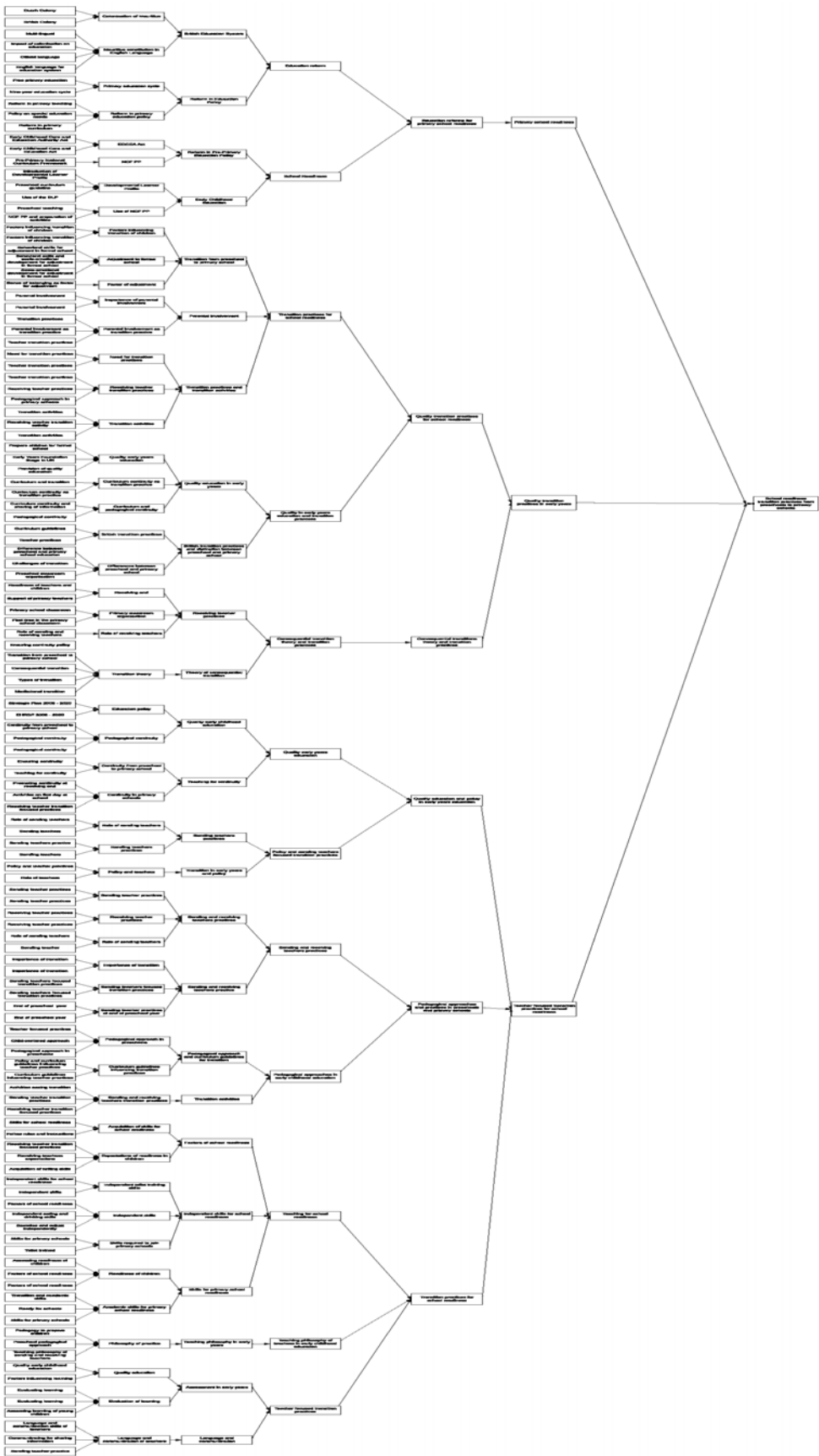
APPENDIX XIV: Respondent Profile I

	REGION	School Domain	NAME	GENDER	Qualification	Teaching Experience	Role
1	Urban	Public primary school	Gina from James Bond Government School	Female	Teacher's Diploma Primary	16 years	Receiving teacher
2	Urban	Public primary ZEP school	Gira from Jerome Government School (ZEP)	Female	Teacher's Diploma Primary	15 years	Receiving teacher
3	Urban	Private Primary school	Smita from Humpty Dumpty Primary School	Female	Teaching English as a Foreign Language (Ireland)	10 years	Receiving teacher
4	Urban	Private Primary school	Devi from Hamster Primary School	Female	Teaching English as a Foreign Language (Ireland)	14 years	Receiving teacher
5	Rural	Public primary school	Irfan from Charlie Government School	Male	Teacher's Diploma Primary	20 years	Receiving teacher
6	Rural	Public primary school	Riya from Jerome Government School (ZEP)	Female	Teacher's Diploma Primary	14 years	Receiving teacher
7	Rural	Private Primary school	Diana from Orange Private Primary School	Female	Higher School Certificate	15 years	Receiving teacher
8	Rural	Private Primary school	Jenna from Sombo Primary school	Female	Higher School Certificate	15 years	Receiving teacher
9	Rural	Private preschool	Vanessa from Humpty Dumpty Pre-Primary School	Female	Certificate of Proficiency in Early Childhood Education; Teacher's Certificate in Early Childhood Education; Teacher's Diploma in Early	26 years	Sending teacher

					Childhood Education; Certificate in Educational Management of Preschools		
10	Rural	Private preschool	Noshmi from Beethoven Pre-Primary School	Female	Certificate of Proficiency in Early Childhood Education; Teacher's Certificate in Early Childhood Education	10 years	Sending teacher
11	Urban	Private preschool	Shaihaar from Noah Pre-Primary School	Female	Diploma of Early Childhood and Care (Ireland); Early Childhood Education Teacher's Certificate	12 years	Sending teacher
12	Urban	Private preschool	Anna from Chowchow Pre-Primary School	Female	Certificate of Proficiency in Early Childhood Education; Teacher's Certificate in Early Childhood Education; Teacher's Diploma in Early	13 years	Sending teacher

					Childhood Education		
1 3	Urba n	Public prescho ol	Lina from Dido Government Pre-Primary School (ZEP)	Femal e	Certificate of Proficiency in Early Childhood Education; Teacher's Certificate in Early Childhood Education	12 Years	Sending teacher
1 4	Urba n	Public prescho ol	Chrissy from Aryan Government Pre-Primary School	Femal e	Certificate of Proficiency in Early Childhood Education; Teacher's Certificate in Early Childhood Education	18 years	Sending teacher
1 5	Rural	Public prescho ol	Holly from Charlie Government Pre-Primary School	Femal e	Certificate of Proficiency in Early Childhood Education; Teacher's Certificate in Early Childhood Education	12 years	Sending teacher
1 6	Rural	Public prescho ol	Enya from Jerome Government Pre-Primary School (ZEP)	Femal e	Certificate of Proficiency in Early Childhood Education; Teacher's Certificate	8 years	Sending teacher

					in Early Childhood Education	
1 7			Sam	Male	Senior Early Childhood Education Professional	>40 years	Retired preschool teacher and Ex-Acting Director of ECCEA
1 8			Molly	Female	Education Policy Maker	>30 years	Ministry of Education, Human Resources, Tertiary Education and Scientific Research

APPENDIX XV: Respondent Profile II

	Respondent	Experience	School Domain	Role
1	Gina	16 yeas	Urban Public Primary Schools	Receiving teacher
2	Gira	15 years	Urban Public Primary Schools	Receiving teacher
3	Smita	10 years	Urban Private Primary Schools	Receiving teacher
4	Devi	14 years	Urban Private Primary Schools	Receiving teacher
5	Irfan	20 years	Rural Public Primary Schools	Receiving teacher
6	Riya	14 years	Rural Public Primary Schools	Receiving teacher
7	Diana	15 years	Rural Private Primary Schools	Receiving teacher
8	Jenna	15 years	Rural Private Primary Schools	Receiving teacher
9	Vanessa	26 years	Rural Private Preschool	Sending teacher
10	Noshmi	10 years	Rural Private Preschool	Sending teacher
11	Shaihaar	12 years	Urban Private Preschool	Sending teacher
12	Anna	14 years	Urban Private Preschool	Sending teacher
13	Lina	12 years	Urban Public preschool	Sending teacher
14	Chrissy	18 years	Urban Public preschool	Sending teacher
15	Holly	12 years	Rural Public Preschool	Sending teacher
16	Enya	8 years	Rural Public Preschool	Sending teacher
17	Kevin	>40 years	Policy maker	Retired educator and acting director of ECCEA
18	Molly	>30 years		MOEHRSRTE

APPENDIX XVI: Interview transcripts code file

	Transcript	Description (In Vivo Codes)	Preliminary thoughts (what is this about)	Initial categories*	Refined categories	Initial theme	Final theme	Core concept
Q1	The different settlers who came to Mauritius are the Dutch, the French and the British.	Settlers in Mauritius	Different settlers in Mauritius when it was discovered	Mauritius was discovered	Settlers in Mauritius	Colonisation of Mauritius	Background of Mauritian Education System	
Q2	The British was the last colony.	Colonisation of Mauritius	The main settlers that made Mauritius a colony before its independence.					
Q3	The official language is English. But people like to speak French which is close to the mother tongue which is Kreol Morisien.	Official language of Mauritius; spoken languages in Mauritius	Languages used in Mauritius	Languages used in Mauritius	Official and spoken languages in Mauritius	Multi-Lingual country		

Q4	This is an English Medium School. I use only English in the classroom with the students. Right from preschool the children learn to communicate in English. French is taught only as a subject and there is no Kreol Morisien around here.	Language in classroom; medium of instruction	Languages used in the Mauritian classrooms					
Q5	We anyway have to use English in this school as it is an English medium school. French is taught as a subject only.	Medium of instruction	Languages normally used in the Mauritian classroom	Languages used in the Mauritian classroom	Medium of instruction in Mauritius			

Q6	It is possible to stick to English because the children have been taught in English right from the beginning when they join preschool. However, children who come from other preschools sometimes have difficulty to keep up in class.	Language as medium of instruction	Diversity and multi-linguistic Mauritius calls for use of diverse languages in the Mauritian classroom.					
Q7	The Primary education cycle is Grade 1 to 6. The child joins primary school if they are 5 before the year that comes and stays till they reach Grade 6 that is for 6	Primary education; Early years education	Primary education cycle in Mauritius	Primary School education and reform in primary education	Primary school education	Primary Education Cycle		

	years till the age of 11.							
Q8	No I don't see much difference. It is just that after Grade 6 the structure has changed and there is no CPE. That's all.	Primary education; Nine Year Continuous Basic Education	Difference between the previous primary education cycle and the Nine Year Continuous Basic Education					
Q9	No I don't see how the ECCEA support teachers in smoothing transition of children. But I think they are trying. They have introduced a document which reminds me of the	ECCEA; Support given to preschool and primary school teachers for transition;	Does the ECCEA support preschool teachers in smoothing the transition of children moving from preschools to primary schools?	ECCEA and preschool teachers support	Preschool teachers	Sending teachers transition practices	Reform in Primary Education Policy	

	EYFS Profile in UK.						
Q1 0	No I didn't know about the SEN unit of the ECCEA. But may be if there is a SEN Unit then primary school teachers be it in public or private schools we can get information about particular students who have special needs.	SEN in Early Years; Children with special needs	SEN unit of ECCEA and transition of children with special needs.	SEN in Early Years	SEN in preschools		

Q11	No. I don't use the National Curriculum Framework. I teach from the heart as per the requirements of children. And we have the syllabus to cover. I don't feel the need of using the NCF. But in preschool the teachers use it to prepare daily notes.	National Curriculum Framework; Policy	Teachers and the use of the National Curriculum Framework	National Curriculum Framework and transition	National Curriculum Framework and practices	Policy and transition practices		
Q12	No. The National Curriculum Framework does not help me in preparing children for transition. The workbooks, lessons, syllabus, I have to take all these into	National Curriculum Framework; Policy; Guideline to prepare children for transition	National Curriculum Framework helps in preparing children for transition	National Curriculum Framework and teaching for transition	National Curriculum Framework as guideline for teaching			

	considerations along with the knowledge of the children when they join the primary classroom in order to prepare my classes.						
Q1 3	Yes the DLP is that document that I think the ECCEA wants to introduce as the EYFS Profile. But I haven't used it yet. If it is indeed like the EYFS Profile then it will be helpful to know each child in the primary classroom. The PSR no. I have not seen it yet.	Primary School Readiness; Preparing children for transition	The usefulness of the PSR/DLP in transition of children	Usefulness of PSR/DLP	PSR/DLP for transition practices	Transition activities and the DLP/PSR	

Q14	Definitely it is the preschool teachers who are responsible to provide the basic knowledge to children before they join primary classroom. But it is also the primary school teacher to support the children during the process of transition.	Prepare children for transition; Sending teachers; Receiving teachers;	Who is responsible for preparing children for transition?	Transition practices of sending and receiving teachers	Responsible for transition of children			
Q15	I visit the children in preschools before they leave for primary schools. I make myself familiar with them by conducting activities along with the class teacher. I	Transition activities	How receiving teachers ease the transition of new entrants in the primary classroom	Transition activities used by receiving teachers	Transition activities			

participate in activities with them and I get to know them gradually before they finish preschool. When they join primary school the children already know me. They don't feel odd about being in a new environment because they already know me.							

| Q16 | As per what I have seen here, the factors that influence transition of children here is the new environment and new adults for children coming from other preschools; the medium of instruction - language - not all children are used to English; New routine and new classroom rules; from play to formal learning; from activities to subjects; longer hours in class and longer school hours; Here in primary school there are many | Factors that influence transition of children | The factors that influence transition of children according to receiving teachers. | Factors influencing transition of children | Factors that influence transition from preschool to primary school | Dealing with factors that influence transition of children | | |

	rules in the classroom as compared to preschools.						
Q1 7	When I visit the children in preschool I slowly talk to them about the new school; along with the preschool teachers we parepare the children mentally - raise awareness in children about how the primary school	Factors that influence transition of children;	How receiving teachers cater for the factors that influence transition of children.	Dealing with factors influencing transition of children	Easing transition of children in the primary classroom		

	willl be; I also brought the preschoolers to the primary school to visit and to be in one class for the 40 minutes session and then we talk about it during circle time.							
Q1 8	As I said, I try to make the children feel the atmosphere of primary school. I bring them over for visit, I let them sit there, look around and then we talk about the visit during circle time. Along with the preschool teacher, I answer their questions and encourage	Transition practices of receiving teachers; Rules of primary classroom; Adjustment of children in formal schools	What receiving teacher does in the classroom for new entrants	Helping children adjust in primary classroom	Receiving teachers and adjustment of children	Practices of receiving teachers		

	them to ask questions.							
Q19	Well there is less crying as compared to other primary schools during the first school week. The children show lots of enthusiasm to be in the primary classroom. They already know me so they are at ease. They engage in conversation with me and also with their friends from preschools.	Adjustment of children in formal schools	How receiving teachers know children are adjusting in the new school	Knowing children are adjusting in new setting	Receiving teachers and adjustment of children			

	And they socialise with children who come from other preschools.							
Q2 0	Sense of belonging to the school allows children to feel at ease. Besides they already know the teacher so it is easy for them to engage in conversation and therefore they adjust quickly.	Sense of belonging; Adjustment in formal schools	Perception of receiving teacher on sense of belonging of children to the new classroom	Receiving teacher understanding of sense of belonging	Children's sense of belonging to the primary classroom			

Q2 1	I usually do visits in preschool and have the children visit the primary school; Engage in conversation with them and compliment them - their hair tyes, clothes, bags, shoes; Make them feel valued - this makes them have a high self-esteem;	Sense of belonging; Adjustment in formal schools	What receiving teacher does to make children feel they belong to the new environmen t	Receiving teacher and sense of belonging of children	Receiving teacher practices in adjustment of children			
Q2 2	Regular school visits before the end of third term; Discussion during circle time after the school visit; Engage in conversation with children; Make them feel	Primary School Readiness; Preparing children for transition; Prior knowledge	How receiving teachers prepare children to join primary school	Receiving teacher preparing children for formal school	Preparing children for school readiness	Ready children	School Readiness	

	comfortable; indirectly ask them questions in order to know what they know;							
Q23	Firstly children engage in conversation; they communicate easily their needs, they can express themselves, their feelings, etc.; they can do sight reading; they can do coloring which shows they can hold a pencil/crayon; pre-writing skills are very important if the child does not know how to write, if they	School readiness of children; Ready children; Receiving teachers	How receiving teachers know children are ready for primary school	Receiving teacher awareness of ready children	Ready children			

join primary school with pre-writing skills it will be easier to teach them writing; The children should be independent - toilet trained, potty trained, eat and drink on their own, etc.; the child is able to socialise and make new friends; the child is able to answer questions when asked; Also, knowledge about numbers, shapes, colors, alphabets etc. are important. These are the basics to formal schooling.						

Q24	I need to encourage children to engage in conversation and be fluent in speaking and communicating their needs, feelings etc; I need to teach them to respect others, their friends, elders, etc; to socialise, learn to accept their peers; must teach them to use words in all situation; It is also important to teach them the basics of literacy and numeracy which are required for further learning.	Pedagogy in primary classroom; Teaching and learning; pedagogical continuity	What receiving teachers teach new entrants so as to smooth transition	Teaching new entrants in primary school	Teaching and learning in primary classroom	Factors that trigger school readiness		

Q25	Children need to know how to talk, how to express themselves, how to make friends; they must at least be able to identify alphabets, numbers, shapes and colors and must have pre-writing skills. They should also be independent enough to take care of their basic needs: potty trained, eat and drink on their own, etc.	Ready children; Prior knowledge; Adjustment in primary schools; Skills and knowledge	According to receiving teachers, what children need to know to adjust in primary schools	Skills and knowledge children need to adjust in primary schools	Skills and knowledge for school readiness			

Q26	I have to engage in conversation with the children myself, observe them from far, question them on specific topics and analyse the way they respond. There is not much that can be done to ensure if the children have acquired those knowledge.	Assessing readiness;	How receiving teachers ensure children are ready/have acquired knowledge to be in primary schools	Ensuring children are ready for primary schools	Assessing readiness of children			
Q27	Before joining primary schools, children should be able to go to toilet independently, wash their hands, eat and drink on their own, tie up	Skills for school readiness;	According to receiving teachers, what skills children need to acquire to be in primary schools	Skills required to be in primary schools	Receiving teachers	Receiving teachers		

	their shoes, open and close their bags, answer questions when they are asked, follow instructions, be disciplined.							
Q28	These skills will help them adjust to new learning experiences and the new setting as well. It may be the same school name but it is not the same classroom or same location. So the skills will also enable students to show signs of maturity and behave better.	Skills for school readiness;	The importance of acquiring the skills for school readiness	Skills required for school readiness	Receiving teachers			

Q29	Through practice. Practice makes perfect. The new learners are observed and behavior is reinforced to enable children to acquire the skills.	Acquisition of specific skills	What receiving teachers do to cater for the acquisition of specific skills related to school readiness	Catering for acquisition of skills for primary classroom	Receiving teachers practices			
Q30	I use many activities, role play, demonstration, apart from lessons in the book. Through games also.	Knowledge and skills for school readiness; Teaching strategy; Pedagogical approach	Pedagogical approach used by receiving teacher to teach knowledge and skills required to be in primary school	Teaching strategies used in primary classroom	Receiving teachers transition practices	Transition practices of receiving teachers		
Q31	I know what they do in preschools, and I also know where the child stands in terms of his/her potential. In	Pedagogical approach; Pedagogical continuity; Teaching and learning in primary classroom	Receiving teachers teaching for pedagogical continuity	Teaching in receiving classroom	Receiving teachers teaching for transition			

	order for children not to feel odd, I teach them more or less the same way they have learnt in preschools.							
Q3 2	The new learners need to know how to read and write, count and color. So basically I teach them using their workbooks and syllabus.	Teaching and learning in primary classroom; Pedagogical approach	What receiving teachers teach new entrants in receiving classroom	Teaching children undergoing transition	Receiving teachers teaching practice	Transition practices of receiving teachers for pedagogical continuity		
Q3 3	The fact that I visit the attached preschool, I know the different approaches that can be used. Integrated approach for instance. But	Teaching strategies; Teaching new primary classroom entrants; Pedagogical approach	Teaching strategies used by receiving teachers to teach new entrants	Teaching strategies receiving teachers use	Teaching strategies of receiving teachers		Teaching practices	

	primary school teaching require many more strategies so that all children learn at the same time. I try to make children choose the lessons through activities and encourage each one to participate in class.						
Q3 4	I follow the books and the contents in order to teach the children. So basically the syllabus as provided by the ministry is followed.	Teaching and learning in primary classroom; Pedagogical continuity	How receiving teachers know what to teach new entrants	What to teach new entrants	Teaching for continuity		
Q3 5	We are allowed to conduct regular assessment in	Assessment in Early Years; Teaching and	How receiving teachers know	Ensuring learning has taken place	Assessment of learning	Preparing children for primary classroom	

	this school only to evaluate the children. That's how I know learning has taken place.	learning in early years;	learning has taken place				
Q3 6	Yes. Because here we work closely with the preschool teachers. We also bring children to visit the big school regularly by the end of the year so that they are used to the new environment.	Prepare children for transition; Receiving teachers;	Receiving teachers perception of their preparing children for primary schools	Teaching new entrants for transition	Preparing children for primary classroom		
Q3 7	I used activities like in preschools. But here, before the child leave preschool we try to introduce workbooks so	Receiving teachers practices;	What receiving teachers do to ensure smooth transition of children	Practices of receiving teachers for smooth transition	Receiving teachers practices	Receiving teachers practices	

	that they are used to seeing workbooks and work in them as they would in primary schools.							
Q38	Well since most chidlren will be moving to our primary school, we already prepare them to be in the primary school setting. We work along with the preschool to inform them what to do and what the children need to know. For children who come from outside, we have a session to know what the child knows etc.	Pedagogical continuity; Knowledge for school readiness;	Receiving teachers practices to ensure children acquire knowledge required for primary classroom	Practices of receiving teachers to teach knowledge required by children	Receiving teachers practices		Continuity in education	

Q39	Basically it is about alphabets, numbers shapes, colors, small words. These concepts will enable them to learn more and further.	Preparing children for formal school; Teaching for continuity	According to receiving teachers what children need to know to join primary schools	Knowledge children need to acquire	Receiving teachers	Teaching for continuity		
Q40	I use lots of activities. And there are many workbooks, not just the ones from the ministry. There are other books that we are supposed to use to give children more practice. It is very academic here but we also make children do lots of outdoor activities and project work to make them	Teaching practices in primary classroom; Teaching approach in primary classroom;	How receiving teachers teach children to prepare them for primary classroom	Teaching children to be ready for primary classroom	Receiving teachers teaching practice			

work in groups with their friends and to involve their parents in their education.							

APPENDIX XVII: INTERVIEW TRANSCRIPTS AND CODE FILE

	Transcript	Description (In Vivo Codes)	Preliminary thoughts (what is this about)	Initial categories*	Refined categories	Initial theme	Final theme	Core concept
Q1	The different settlers who came to Mauritius are the Dutch,the Portuguese, the French and the British.	Settlers in Mauritius	Different settlers in Mauritius when it was discovered	Mauritius was discovered	Settlers in Mauritius	Colonisation of Mauritius	Background of Mauritian Education System	
Q2	The French and the British were the last to be in Mauritius.	Colonisation of Mauritius	The main settlers that made Mauritius a colony before its independence.					
Q3	The official language is English. French and Kreol Morisien is most common. All children understand these two languages. French is easy as it is very close to Kreol Morisien.	Official language of Mauritius; spoken languages in Mauritius	Languages used in Mauritius	Languages used in Mauritius	Official and spoken languages in Mauritius	Multi-Lingual country		

Q4	I use all the three languages English, French and Kreol Morisien. I use Kreol Morisien because all children understand the language. French is easy because it is like Kreol Morisien. I use English because the children need to eventually learn to read English and speak English.	Language in classroom; medium of instruction	Languages used in the Mauritian classrooms					
Q5	Normally English and French should be used but not all children are fluent in the two languages. That is why Kreol	Medium of instruction	Languages normally used in the Mauritian classroom	Languages used in the Mauritian classroom	Medium of instruction in Mauritius			

	Morisien as well is used.							
Q6	It is not possible to stick to one language. Children need to be exposed to all the languages. In fact, I heard that in some schools in certain region they also use Bhojpuri.	Language as medium of instruction	Diversity and multi-linguistic Mauritius calls for use of diverse languages in the Mauritian classroom.					
Q7	The Primary education cycle is Grade 1 to 6. But that has changed now.	Primary education; Early years education	Primary education cycle in Mauritius	Primary School education and reform in primary education	Primary school education	Primary Education Cycle		
Q8	There is a big difference between the old primary cycle and the Nine Year Continuous Basic Education. There is no Certificate of Primary	Primary education; Nine Year Continuous Basic Education	Difference between the previous primary education cycle and the Nine Year Continuous Basic Education					

	Education examination.							
Q9	I don't know if the ECCEA support teachers in smoothing transition of children from preschools to primary schools. However, there is a profile sheet for each student but here in primary we don't use that profile sheet. The profile sheets stay in the headmaster's office.	ECCEA; Support given to preschool and primary school teachers for transition;	Does the ECCEA support preschool teachers in smoothing the transition of children moving from preschools to primary schools?	ECCEA and preschool teachers support	Preschool teachers	Sending teachers transition practices	Reform in Primary Education Policy	

Q10	The SEN Unit of the ECCEA is for children with disabilities or who have problems which genetic, etc. Nothing can be said about how the SEN unit can help us in the transition process. But I believe that may be if the preschool teachers are trained to identify problems of each child like dyslexia, or attention disorders etc. this may be helpful if we are informed before the child comes to primary classroom.	SEN in Early Years; Children with special needs	SEN unit of ECCEA and transition of children with special needs.	SEN in Early Years	SEN in preschools			

Q11	For us primary school teachers we do not use the NCF as such. The NCF provides only information about how we must teach in primary schools. But it does not stress out specifically on Grade I or Standard I. May be in preschools the preschool teachers might be using. I don't know.	National Curriculum Framework; Policy	Teachers and the use of the National Curriculum Framework	National Curriculum Framework and transition	National Curriculum Framework and practices	Policy and transition practices		
Q12	The National Curriculum Framework does not enable to prepare children for transition. No lesson in primary classroom can be	National Curriculum Framework; Policy; Guideline to prepare children for transition	National Curriculum Framework helps in preparing children for transition	National Curriculum Framework and teaching for transition	National Curriculum Framework as guideline for teaching			

	prepared through the NCF. As I said earlier, the NCF is just a guideline to understand how to teach children not what to teach them. There is syllabus for that.							
Q13	The PSR is a new document with which I am getting familiar with as from this year but honestly I do not really understand how the PSR can help in the transition of children. There are activities that not all children are able to do.	Primary School Readiness; Preparing children for transition	The usefulness of the PSR/DLP in transition of children	Usefulness of PSR/DLP	PSR/DLP for transition practices	Transition activities and the DLP/PSR		

Q14	The preschool teacher is definitely responsible in preparing children for primary schools, but it is not only them. Even primary school teachers are responsible in helping the children adjust in the primary school classroom.	Prepare children for transition; Sending teachers; Receiving teachers;	Who is responsible for preparing children for transition?	Transition practices of sending and receiving teachers	Responsible for transition of children			
Q15	Usually I introduce activities related to Grade I and focus on Grade I syllabus content, based on the Primary School Readiness Booklet and the subject areas.	Transition activities	How receiving teachers ease the transition of new entrants in the primary classroom	Transition activities used by receiving teachers	Transition activities			

	receiving teachers start with the syllabus. However, during the first 2 weeks, receiving teachers get to know the new entrants and what they know only when they start working their syllabus.							
Q16	I would say the factors that influence transition of children are: the environment - in preschools, teachers may be are more attentive to their needs, they are still 'babies', whereas in primary school classroom here, it is more task-oriented and	Factors that influence transition of children	The factors that influence transition of children according to receiving teachers.	Factors influencing transition of children	Factors that influence transition from preschool to primary school	Dealing with factors that influence transition of children		

	they are being treated like 'big children' in the 'big school'.							
Q17	In order to prevent these factors from influencing transition of children, the receiving teacher introduces the new rules and regulations of the classroom, a major introduction of the teacher, engage in oral work - conversation to know about the children and their backgrounds, teacher talks about how it is going to be	Factors that influence transition of children;	How receiving teachers cater for the factors that influence transition of children.	Dealing with factors influencing transition of children	Easing transition of children in the primary classroom			

	in primary school, story telling. I also take children for a visit around the school.							
Q18	I set the rules and regulations of the class during the first 2 weeks and tell children about what is expected from them. For instance, they cannot walk around freely, they have to be disciplined. There is a time to work and a break time during which they can play. The receiving teacher also	Transition practices of receiving teachers; Rules of primary classroom; Adjustment of children in formal schools	What receiving teacher does in the classroom for new entrants	Helping children adjust in primary classroom	Receiving teachers and adjustment of children	Practices of receiving teachers		

	talks about the different subjects they will soon learn about.							
Q19	I believe that the behavior of children inform us if the chidlren are adjusted in formal schools, as the episode of crying do not last long or more than a day.	Adjustment of children in formal schools	How receiving teachers know children are adjusting in the new school	Knowing children are adjusting in new setting	Receiving teachers and adjustment of children			
Q20	I believe that sense of belonging to the environment enables children to adjust in the new environment as it makes them feel comfortable.	Sense of belonging; Adjustment in formal schools	Perception of receiving teacher on sense of belonging of children to the new classroom	Receiving teacher understanding of sense of belonging	Children's sense of belonging to the primary classroom			

Q21	I try to make the children feel comfortable in the new environment to make children feel they belong to the environment. Also, by being more motherly to the children it makes them feel the sense of belonging to the new place.	Sense of belonging; Adjustment in formal schools	What receiving teacher does to make children feel they belong to the new environment	Receiving teacher and sense of belonging of children	Receiving teacher practices in adjustment of children			
Q22	Nowadays I assess the children through primary school readiness to know what they know and what they have learnt in preschools. Before it used to be through the lessons that we do for each subject.	Primary School Readiness; Preparing children for transition; Prior knowledge	How receiving teachers prepare children to join primary school	Receiving teacher preparing children for formal school	Preparing children for school readiness	Ready children	School Readiness	

Q23	For me, children are ready for formal school when they are able to write alphabets and basics of literacy and numeracy. Children must be able to communicate using structured sentences and no baby language, and they should be able to follow instructions.	School readiness of children; Ready children; Receiving teachers	How receiving teachers know children are ready for primary school	Receiving teacher awareness of ready children	Ready children			
Q24	It is true that I have to teach children from the beginning the basics they need to be in primary classroom, which is very time-consuming and prevent them to	Pedagogy in primary classroom; Teaching and learning; pedagogical continuity	What receiving teachers teach new entrants so as to smooth transition	Teaching new entrants in primary school	Teaching and learning in primary classroom	Factors that trigger school readiness		

	complete their bulky syllabus.							
Q25	Communication is very important. I feel that children should be able to communicate easily using structured sentences; follow instructions; self-regulated skills - going to toilet, washing hands,etc.; knowledge of alphabets and numbers. Knowing how to write also is very important. Otherwise we spend time teaching the basic skills.	Ready children; Prior knowledge; Adjustment in primary schools; Skills and knowledge	According to receiving teachers, what children need to know to adjust in primary schools	Skills and knowledge children need to adjust in primary schools	Skills and knowledge for school readiness			

Q26	As the receiving teacher, I engage in conversation with children and give them instructions to see if they understand and follow. I give coloring activities to see if they can hold crayons, and also I have to see if they complete tasks given to them.	Assessing readiness;	How receiving teachers ensure children are ready/have acquired knowledge to be in primary schools	Ensuring children are ready for primary schools	Assessing readiness of children			
Q27	Before joining primary schools, children should be able to go to toilet independently, wash their hands, eat and drink on their own, tie up their shoes, open	Skills for school readiness;	According to receiving teachers, what skills children need to acquire to be in primary schools	Skills required to be in primary schools	Receiving teachers	Receiving teachers		

	and close their bags, answer questions when they are asked, follow instructions, be disciplined.							
Q28	These skills will enable them to be more autonomous and cause less disturbance to the running of the lessons in the primary classrooms. These skills will also enable children to behave better and be conscious about their new role as new learners in a new environment.	Skills for school readiness;	The importance of acquiring the skills for school readiness	Skills required for school readiness	Receiving teachers			

Q29	I have to provide more opportunities for children which is not really possible because of the bulky syllabus to be completed.	Acquisition of specific skills	What receiving teachers do to cater for the acquisition of specific skills related to school readiness	Catering for acquisition of skills for primary classroom	Receiving teachers practices			
Q30	In the primary class any primary classroom teacher uses a formal approach through lessons instead of activities to teach children those skills and knowledge they need to acquire.	Knowledge and skills for school readiness; Teaching strategy; Pedagogical approach	Pedagogical approach used by receiving teacher to teach knowledge and skills required to be in primary school	Teaching strategies used in primary classroom	Receiving teachers transition practices	Transition practices of receiving teachers		
Q31	In preschools, activities and play are used as they are developmentally appropriate to teach children this way,	Pedagogical approach; Pedagogical continuity; Teaching and learning in primary classroom	Receiving teachers teaching for pedagogical continuity	Teaching in receiving classroom	Receiving teachers teaching for transition			

	while in primary schools it is a more formal approach through lessons in different subjects.							
Q32	In primary school we have a syllabus and at the same time cater for those children who did not acquire those specific skills and knowledge.	Teaching and learning in primary classroom; Pedagogical approach	What receiving teachers teach new entrants in receiving classroom	Teaching children undergoing transition	Receiving teachers teaching practice	Transition practices of receiving teachers for pedagogical continuity		
Q33	In primary schools, lessons are planned according to a prescribed curriculum. However, receiving teacher has to achieve a set target by using any possible approach that enables	Teaching strategies; Teaching new primary classroom entrants; Pedagogical approach	Teaching strategies used by receiving teachers to teach new entrants	Teaching strategies receiving teachers use	Teaching strategies of receiving teachers		Teaching practices	

	children to learn the new concepts.							
Q34	Honestly, the focus is mainly on completion of the Primary School Readiness booklet and the syllabus of each subject. The fact that I am unaware of what they have learnt and how far they know, I can't really say what the children know or what they bring along with them in the primary classroom.	Teaching and learning in primary classroom; Pedagogical continuity	How receiving teachers know what to teach new entrants	What to teach new entrants	Teaching for continuity			

Q35	In order to know if learning has taken place, I conduct small assessment but no pencil-paper test. Sometimes oral test is used to informally assess the knowledge of children.	Assessment in Early Years; Teaching and learning in early years;	How receiving teachers know learning has taken place	Ensuring learning has taken place	Assessment of learning	Preparing children for primary classroom		
Q36	I believe that children need to be more prepared to be in primary school classroom.	Prepare children for transition; Receiving teachers;	Receiving teachers perception of their preparing children for primary schools	Teaching new entrants for transition	Preparing children for primary classroom			
Q37	Now all Grade I teachers use the Primary School Readiness to assess the potential of children, but I don't think that the PSR really help. What we need is to know where	Receiving teachers practices;	What receiving teachers do to ensure smooth transition of children	Practices of receiving teachers for smooth transition	Receiving teachers practices	Receiving teachers practices		

	the child has reached when they join the new classroom, what the child knows at this time.							
Q38	Alphabets, numbers, shapes, colors, toilet skills, coloring, holding a pencil or crayon, and so on are what children need to know before joining primary schools.	Pedagogical continuity; Knowledge for school readiness;	Receiving teachers practices to ensure children acquire knowledge required for primary classroom	Practices of receiving teachers to teach knowledge required by children	Receiving teachers practices		Continuity in education	
Q39	If children acquired those concepts they will be ready to learn more in the primary school.	Preparing children for formal school; Teaching for continuity	According to receiving teachers what children need to know to join primary schools	Knowledge children need to acquire	Receiving teachers	Teaching for continuity		

Q40	In primary schools planned lessons are used to teach young learners and the teacher leads the lessons, that is a more teacher-centered approach.	Teaching practices in primary classroom; Teaching approach in primary classroom;	How receiving teachers teach children to prepare them for primary classroom	Teaching children to be ready for primary classroom	Receiving teachers teaching practice			

APPENDIX XVII: OBSERVATION TABLE/GRID FOR SENDING AND RECEIVING TEACHER DESIGNED BY RESEARCHER

Table 6. 1: **Observation form for primary school teachers when they observe preschool teachers**

S. No.	Observation	Remarks
1	Content of the yearly plan	
2	Teaching strategies used by the teacher	
3	Designed activities and their implementation	
4	Teacher – Child relationship	
5	Breaks and lunch	
6	Seating arrangements	
7	Free play	
8	Language development skills	
9	Physical skills development (Fine motor & Gross motor)	
10	Socio-emotional development skills	
11	Mathematical skills	
12	Reading skills development	
13	Writing skills development	
14	Personal development	
15	Communication skills – Verbal - Non-verbal	

Constructed by researcher

Table 6. 2: Observation form for preschool teachers to use when observing
receiving teachers

	Observation	Remarks
1	Morning routine	
2	Warm-up activities	
3	Subjects and content	
4	Teaching approaches and strategies	
5	Expectations of receiving teachers	
6	What children do independently	
7	Socialisation of children	
8	Interaction between teacher and children	
9	Class routine	
10	End of the day routine	

Constructed by researcher