Phenomenological Insights into Children's Experiences:
The Transition to Preschool

Yih Wern See[1], Ishak Zahari[2], Abdul Rahman Mohd Nazri[3]

[1&3] University of Malaya, Kuala Lumpur, Malaysia
[2] UCSI University Kuala Lumpur, Malaysia

✉ yihwern@gmail.com

ABSTRACT

It is theoretically acknowledged that children's transition to preschools bears significant implications. In particular, expectations from parents and teachers raise concerns on the transition to preschools. A case study involving three children who experienced the transition to a Malaysian private preschool is reported. Through observation and interviews with the four-year-olds, the children's insights were substantiated with document analysis. The document analysis across photographs and scrapbooks provided an in-depth elaboration of the children's transition experiences. First, four dominant themes emphasising the transition emerged: 1) the children's relationship among peers and teachers, 2) rules, 3) routine, and 4) remarkable events. Second, it was found that the children could relate to the transition to preschool. Third, children's experiences and feelings as presented in the investigation suggest holistic knowledge concerning the children's transition to preschool. Practical and alternative teacher perspectives were explored in the context of successful transitions to preschools.

INTRODUCTION

Studies equated a child's first day at a preschool with a transition process in a new environment (Thomson, 2015). This transition is often compared to significant life changes such as starting a new job or moving to a new city. It could be overwhelming and stressful for young children, parents, and teachers. Research indicates that the stress experienced by children can manifest as anxiety, reluctance to separate from parents, and difficulty adapting to the new routines (Fives & Buehl, 2012; Kim, 2009; Miller, 2014; Puccioni, 2014, 2018; Richardson, 1996; Urbina-Garcia, 2019; Webb et al., 2017). One of the seminal works by Dockett and Perry (1999 & 2004) jointly recognized the differing understanding between children and parents concerning young children's transition to preschools. They highlighted that while parents often focus on the educational aspects and the child's ability to cope academically, children are more concerned with the social aspects, such as making friends and understanding the new social dynamics. This discrepancy can sometimes lead to additional stress for children if their social needs are not adequately addressed. Further studies emphasize the importance of preparation and support during this transition period. Effective strategies include gradual introduction to the preschool environment, fostering communication between parents and teachers, and creating a welcoming and engaging atmosphere for children. These measures can help alleviate some of the stress associated with this transition and promote a smoother adjustment for all parties involved (Broström, 2002; Fabian & Dunlop, 2007; Margetts, 2002).

Second, The following questions arise regarding how young children interact with their preschool environment: 1) To what extent do young children engage with the environments in which they live and grow? 2) To what extent do adults listen to and consider the perspectives young

children express about these environments? These questions highlight the importance of young children's experiences with their surroundings, echoing the principles set forth by the United Nations Convention on the Rights of the Child (UNCRC). Adopted in 1989, the UNCRC underscores the rights of children to express their views and actively participate in matters affecting their lives. Since then, the convention has sparked extensive academic, practical, and policy-oriented discussions focused on giving children a voice, particularly emphasizing their perspectives and experiences in various contexts (Clark et al., 2005). Despite these advances, there remains a significant gap in research, with far fewer qualitative studies specifically focusing on young children's voices and experiences in educational settings (Ponizovsky-Bergelson et al., 2019). This suggests a need for further exploration into how young children's views can shape educational practices and policies, fostering environments where their voices are not only heard but also acted upon.

Therefore, children's voices, which are often marginalized or overlooked, are now being brought to the forefront of discussion. The transition experiences of young children, particularly from their own perspectives, hold significant educational and humanistic value. These experiences provide insights into how young children navigate relationships and adapt to new environments, both inside and outside preschools. Despite the importance of these perspectives, there has been limited research on children's voices in Malaysia, especially regarding how they form and sustain relationships within the preschool setting. To address this gap, a case study focused on young children's experiences and interactions has been conducted, highlighting the need to better understand their social dynamics and collective experiences during the preschool transition. This study aims to contribute to a more inclusive and child-centered approach to early childhood education, ensuring that children's voices are heard and valued in shaping educational practices and policies.

However, two important caveats must be addressed in relation to the case study on children's transitions to preschool. First, it is essential to recognize that the study focused specifically on how children themselves reconceptualized and interpreted their own transition processes. This decision was intentional, based on the understanding that children are capable of forming clear opinions and providing valuable information about their preschool experiences (Langsted, 1994). As a result, the investigation deliberately avoided centering on adults' judgments or descriptions of the children's experiences, ensuring that the voices of the children themselves remained the focal point. Second, the study employed observation and photographs as key methods for gaining insights into how young children expressed their thoughts and experiences. As demonstrated by Clark and Moss (2001), these visual tools not only allowed children to articulate their feelings in non-verbal ways but also prompted verbal responses by serving as stimuli. The use of digital images in this context functioned as a form of "visual utterance," providing a means for children to engage with their environment and communicate their perspectives. This methodological approach highlights the importance of using child-centered techniques that accommodate children's developmental abilities and communication styles, ensuring that their voices are meaningfully included in research. In sum, these caveats underscore the critical need to prioritize children's voices directly, while also employing creative and appropriate methods to facilitate their expression, especially in research contexts where children's perspectives are often overlooked or filtered through adult interpretations..

RESEARCH METHODS

The following sections were pertinent to mobilising the investigation emphasising children. The sections included 1) research design, 2) participants, 3) procedures and sources of data, 4) analysis of data. This research design uses a qualitative approach was used because children's voices were pertinent. By gathering a group of three young children, wide-ranging discussions concerning how they related to the transition to preschools were captured. First, various data collection emphasising greater children's participation was gathered, including observation, interviews, scrapbook, and photography (Laevers, 1994). Second, the miscellaneous data were

combined to construct a 'collage' that detailed a comprehensive account of information. The children's comprehensive discussions concerning the children's experiences on transitioning to preschools were invaluable.

Purposeful sampling was used to recruit three children from a private preschool. For context, the four-year-olds were kindergarten attendees of more than three months. Consents from parents and the children were requested and filed. The children as participants were 'first timers' attending preschool. In this context, 'first timers' refers to the children's novel experiences reacting to the transitions to preschools. Kate, Chloe, and Ethan were pseudonyms used to protect confidentiality. Procedure and sources of data, first, the data were gathered over eight weeks. Second, a well-established preschool that operated for more than ten years was selected. Third, observations documenting the children were made in the first two weeks of data collection. Fourth, interactions with friends and teachers which mostly occurred during the day were documented. Particularly discerning were the children's interaction and engagement during 1) arrival at and departure from preschools, 2) mealtimes, and 3) play. Feelings such as excitement, distress, and emotions were recorded to reflect the children's engagement with their surroundings. Finally, simultaneous interviews were carried out to depict the children's elaborate experiences with the transitions to preschools.

Beginning in the third to fifth week, the children were asked to take photos as part of the research activity. The instructions for this task were clear and simple: the children were free to photograph almost anything they found significant, including people, objects, interactions, and activities in their daily lives. They were given the freedom to take these photos whenever they felt it was appropriate or relevant. Once all the photos were collected, they were printed and used to create a scrapbook after the fifth week. The children were encouraged to select as many photos as they wanted for inclusion in the scrapbook, giving them control over the process and the opportunity to express their perspectives through visual representation. After the scrapbooks were created, conversations with the children were held to explore their experiences, focusing on why they chose particular photos and their thoughts while making the scrapbook. Open-ended questions were employed to encourage the children to freely express their thoughts and feelings, ensuring their voices were at the forefront of the discussion. Probing questions such as "tell me more about this" or repeating the children's words for clarification helped to deepen the conversation and verify the meanings behind their selections. This approach allowed for a more comprehensive understanding of the children's perspectives, making their visual and verbal narratives central to the research findings.

Themes were coded and analyzed using an adapted version of Joerdens' (2014) "perpetually reflexive model." This model was revised to suit the specific themes that emerged from the investigation involving children transitioning into preschool environments. The adaptation allowed for flexibility in capturing the unique, context-specific experiences of young children during this critical phase. By employing this model, the study was able to provide comprehensive and nuanced accounts of the children's thinking, behaviors, and emotions as they navigated the preschool environment. The analysis revealed four key emerging themes: 1) relationships with friends and teachers, 2) rules, 3) routines, and 4) remarkable events. Each theme played a pivotal role in understanding how children experienced and adapted to the new preschool setting. Relationships focused on the children's social interactions and the bonds they formed with peers and teachers, while rules emphasized how children understood and adhered to the guidelines and expectations of the preschool. Routines highlighted the structure and daily activities that shaped the children's school day, providing stability and predictability. Lastly, remarkable events referred to significant occurrences or milestones that left a lasting impression on the children, such as special activities, celebrations, or notable classroom events. The broad definitions of these themes were based on Joerdens' (2014) framework, yet refined to reflect the specific experiences of the children in the study. These themes provided valuable insights into the complex dynamics of early childhood

transitions and contributed to a deeper understanding of how young children adjust to new educational environments.

RESULTS AND DISCUSSION
Results

Various participatory research methods were employed, yielding a vast amount of data. The investigation involving the children generated hundreds of photographs and hours of recorded conversations, all centered around the construction of the scrapbook. These conversations provided rich insights into the children's thought processes, their interpretations of their photos, and their personal experiences during the transition to preschool. Alongside the photographs and audio recordings, extensive observation notes were taken to document the children's behaviors, interactions, and responses throughout the process. These observation notes played a crucial role in complementing the visual and verbal data, offering a broader context for understanding the children's experiences. By triangulating the data from photographs, recorded conversations, and observations, the study was able to paint a comprehensive picture of how young children navigate their transition into preschool, providing both visual and narrative accounts of their adaptation. This multi-method approach not only enriched the data but also ensured a deeper, more holistic understanding of the children's perspectives and experiences during this significant life transition.

Relationships

It appeared that the three participants were comfortable with adults because the participants could understand adults' needs. It should be noted here that the conversations showed that the participants received encouragement and trust that enabled the participants to adapt to a new environment. In particular, teachers' personalities and attention to young children also played a role.

K   Teacher XX taught us a song, we sang and danced.
C   I like Teacher XX to teach us. Sometimes she would play with us.
E   Teacher XX always talks softly to me and my friend. She taught us how to play and play with us. Sometimes ah, she also shows us new ways to play with toys.

Three points could be raised. First, the young participants expressed that making friends and expanding social interactions occurred in preschools. Second, the young children were allowed to make friends, socialise, and interact during play. Third, teachers' characteristics such as being nice, friendly, helpful, but firm were made evident. Among the three young participants, Kate was the only one who took photographs of children in the class. Kate mentioned that she liked her friends. Based on the recordings, she appeared comfortable and enjoyed her interaction with her friends. She talked, laughed, and played with different friends. Chloe showed appreciation for the quality of companionship with her friends. She smiled while playing with her friends in the classroom. She had no specific playing partner. She played with different friends in different sessions. She played with and talked to her friends. However, Ethan mentioned that he had four "good friend". They were Child A, Child B, Child C, and Child D. According to the field notes, Ethan played with Child B, Child C, and Child D almost every day as recorded in the observation. Ethan played with Child D occasionally and briefly.

Rules

It should be noted here that the participants were comfortable and safe in the new environment. First, the participants showed initiatives of entering the classroom after their parents drove the children to the kindergarten in the morning. Second, the participants placed their water bottles on the designated shelf and stacked their shoes on the shoe rack. Third, the participants complied with the planned activities such as playing with toys with friends or engaging in storytelling. Rules were identified and observed. First, the participants physically kept the classroom in a pristine condition by returning toys, placing their bags, and locating water bottles on specific shelves. Second, the participants showed understanding by compartmentalising spaces; participants were conscious that workplace and playgrounds served different purposes. To the participants, rewards were given by teachers to encourage good behaviour.

For instance, Kate agreed that a 'system' was observed by specifying the shelf for storing bags and water bottles once they entered the classroom. The participants took their bags only when the teacher requested to so do or when it was time to keep their books. The participants took and returned the water bottles from the designated shelf. Thus, Kate understood the routine and acknowledged specific teacher directions. Chloe took photographs of the shelf on which the toys were stored. The shelf was in the room in which the participants played. As the participants played, the participants worked together to construct structures, cook meals with the cooking sets, and learn through flashcards. Once playtimes were over, the toys were returned to the original position. Similarly, Ethan highlighted that his pencil box was returned to the designated basket as soon as writing assignments were over.

Routines

According to the participants, they liked Friday because they could borrow storybooks from the reading nook. They were able to describe the daily classroom routines:

K   On Fridays, I can choose one storybook to bring home so mummy could read the book aloud to me.

C   I want my mummy to read again to me. I want to see if there is a difference between what Teacher XX and mummy tell me.

E   I like Fridays because we can choose and bring the books home.

Kate used a series of photographs to show the routine of completing writing assignments individually with the teacher. Before lessons began, the teacher placed the pencil box basket on the table located in the play area. Subsequently, the teacher appointed a "pencil box captain". The teacher requested some help; Kate said, "sometimes the teacher asked me to become a 'pencil box captain'. I like to become a 'pencil box captain'. But it is not like I can be a 'pencil box captain' every day" (in her own words). After the "pencil box captain" arranged the pencil boxes accordingly, the teacher requested the participants to take their pencil boxes before writing activities began. Kate further explained, "This is the pencil box manners (placing the pencil box cover at the bottom of the pencil box)." Finally, the participants traced and completed the linguistic and non-linguistic dotted items. Ethan also mentioned that before completing the dotted items, the participants needed to trace the lines with fingers. Specifically, the participants were required to hold the pencil with "two little dickey bird" (they positioned thumbs and pointer fingers; they were ready to hold the pencil while reciting the rhyme, "two little dickey bird").

Remarkable Events

The three young participants showed interests in playing with toys in preschool. They were able to provide detailed descriptions of the toys with which they played. For context, remarkable events such as birthday celebrations seemed to mean a lot to the participants. Kate took a photograph of a toy she built as a cake. She mentioned that it was her friend's birthday. She remembered that during her friend's birthday celebration at the preschool, they sang the birthday song collectively. After that, her friend gave presents to the classroom attendees. Chloe built structures with her friends. By playing with Child L, the imaginary house that they built encompassed a living room, dining area, kitchen, bedrooms, and a beautiful garden.

Ethan constantly played with his friends. He liked to talk about his friends and family members. Also, Ethan was fond of erecting structures collectively with his friends. Ethan developed games and took turns playing with other young children. He nurtured a sense of "helping" one another while playing with toys; Ethan verbalised many imaginative stories using his toys. At one point, Ethan mentioned that he was "happy;" he had "fun" while playing with Child A.

Discussion

Not all children experience a smooth transition to preschool, as emotional, social, and cognitive stressors can hinder their ability to adapt to a new environment (Harper, 2005). These stressors may manifest in various forms, such as difficulty adjusting to new routines, separation anxiety, or struggles in forming peer relationships. However, in this study, the three participants expressed that they were able to relate positively to their preschool transition. They demonstrated

enthusiasm and happiness about attending preschool, which aligns with findings by Lokken (2000) that children's excitement and willingness to attend school are strong indicators of successful adaptation. The participants' peer interactions further emphasized their successful transition. Their play was characterized by positive, encouraging exchanges, and they consistently initiated and responded to conversations with their peers. This active social engagement enabled the participants to form and maintain friendships, which are key markers of a successful transition to preschool, as noted by Belcher (2006) and Brooker (2008). Developing these relationships suggests that the children were able to overcome initial barriers and integrate well into the social fabric of the preschool environment. The participants' ability to establish and sustain friendships with peers of a similar age demonstrated their social competence and adaptability. These interactions provided them with opportunities to build trust, cooperate, and navigate the social dynamics of their new environment. The positive peer relationships not only supported their emotional well-being but also facilitated their cognitive and social development during this transitional phase. This reinforces the idea that successful preschool transitions are often characterized by the child's ability to form meaningful peer connections, adapt to the social setting, and experience a sense of belonging in the new environment.

Three points concerning the participants' relationships could be raised. First, the participants bonded with the teachers (Ladd et al., 2006). The investigation involving the three participants showed similar occurrences with past studies; relationships as evident in the data collection demonstrated the emotional connections among the participants and teachers. The verbal and non-verbal social interactions, including linguistic and non-linguistic features that were captured among the participants and teachers, were abundant. As such, the quality of teacher-child relationships could be displayed from the three participants' engagement in the classroom activities. Second, the participants expressed that the teachers' behaviour was acknowledged. In other words, the participants were able to relate to individuals and spaces (Bronfenbrenner, 1989). Specifically, the participants engaged in activities that occurred in two or more microsystems (environments), namely, in their homes and the pre-school. The compliance with the two interrelated ecological systems centralised two notions: (a) the importance of children's microsystems and (b) the children's adaptability in new environments.

It was found that children acknowledged the centrality of rules; to the children, rules mattered and young children at the age of six and below had the ability and very little difficulty in recalling and recollecting experiences (Hugo et al., 2018). In the investigation that was launched, it was found that the participants justified their specific reasons for taking the photographs. Also, they associated pre, while, and post-photography activities with teacher interactions, routines, rules, and remarkable events as examples. As such, the children obliged and daily routines were understood. For context, rules are the principles or regulations governing conduct, actions, procedures, or arrangements. In the investigation that was launched, the rules were mandated by the preschool. Additional daily routines and rules were decided by the participants during play and academic activities. Routines are typically defined as regular course of actions or conduct. Descriptions concerning activities (storytelling, mealtime, morning exercises, literacy activities, and morning assembly) and spaces (classrooms and playgrounds) were captured through photography and interviews. It was found that the children only applied one of the many preschool routines and cultures that were embedded in the children's transition to preschool. Similar to the National Preschool Standard Curriculum (2017), the investigation concerning the participants' transition to preschool strongly emphasised human capital development. Furthermore, the students' acknowledgement of the routines was made evident in the discussions with the children. The children were conscious of the processes, routines, and operationalisation of the classroom (Joerden, 2014).

Remarkable events typically record accounts of life experiences and changes. The experiences and changes were demonstrated in the children's discussions and interactions. However, the experiences and changes may not necessarily appear in conflict with the adults' understanding,

perspectives, and perception. The interviews and discussions on scrapbook mainly centred on the children's experiences in the preschool. For example, participants' elaboration on birthday parties reflected their feelings: 1) Children were happy to be involved in remarkable events. The children's happiness in engaging in birthday parties was shown in their initiative to organise the small birthday party during play, 2) The children's collaboration centralises a significant meaning of what it means to be included within the same preschool community. Thus, the investigation emphasising preschool children bore a resemblance to Joerden (2014); birthday parties were pertinent to children's experiences in preschools. Therefore, it could be deduced that the children could relate to their transitions to preschool. Prospective research might better consider children's voices to build a comprehensive understanding of children's experiences. It is suggested that the discussions as presented could be applied to restructure preschool transition programmes or design children-oriented activities during the transition periods.

LIMITATIONS OF THE STUDY

First, only a group of three children who experienced the transition into preschool was employed. Therefore, the transferability and generalisation of the discussions were not possible because the discussions did not represent the entire population. Larger sample size may generate different results. Second, the participants' re-telling of stories may not be reliable. Specifically, although the participants provided rich insights into their experiences concerning the transitions to preschools, their responses were limited to what they were aware of and understand. However, the implications resulting from the discussions with the children may be instructive to other young children during their transition periods.

CONCLUSION

Young children, as social actors or agents, learn, create meaning, and reproduce understandings about their social worlds. The innumerable interactions take on different meanings in different life experiences. A transition process permits children to acclimate to new environments. Adjustment to relationships with peers and teachers, rules, routines, and remarkable events occur at a gradual pace. As such, young children are made comfortable; children's separation anxiety with parents is reduced. As a possible implication, parents might better consider paying more attention to what young children have to say, particularly their feelings and experiences, as the children transition to preschools. Prospective research might better consider the four themes, namely, relationships, rules, routines, and remarkable events, for a better understanding of the young children's transition experiences.

The conclusion emphasizes that young children are active social agents, shaping and interpreting their social experiences, particularly during transitions to new environments like preschool. Theoretical implications highlight the importance of understanding how children navigate relationships, rules, routines, and significant events in adapting to new settings, reinforcing both child socialization and adaptation theories. Practically, this suggests that parents should be more attentive to their children's emotional needs during preschool transitions, while teachers should introduce social interactions, rules, and routines gradually to support a smoother adjustment. Additionally, preschools can implement structured transition programs focused on these key elements to enhance children's emotional well-being during this critical period.

Future research could focus on several areas to better understand children's transitions to preschool. Longitudinal studies can track how relationships, rules, routines, and significant events impact long-term social and emotional development. Cross-cultural comparisons may reveal how different cultural norms influence adaptation. Additionally, research on the role of parental involvement and teacher practices in easing transitions could highlight effective strategies for emotional and social support. Exploring the impact of significant events on adjustment would also provide valuable insights. These studies could help improve preschool practices and transition policies.

See, Y. W., Zahari, I., & Nazri, A. R. M.
Phenomenological Insights into Children's Experiences: The Transition to Preschool

ACKNOWLEDGMENT

REFERENCE

Barker, J., & Weller, S. (2003). "Is it Fun?" Developing children centered research methods. *The International Journal of Sociology and Social Policy, 23*(1/2), 3358. https://doi.org/10.1108/01443330310790435

Belcher, V. (2006), *"And my heart is thinking": Perceptions of new entrant children and their parents on transition to primary school numeracy.* Master's thesis, University of Canterbury, Christchurch, New Zealand. Retrieved from http://hdl.handle.net/10092/1970.

Bronfenbrenner, U. (1989). Ecological systems theory, in R. Vasta (Eds.) (1992) *Six theories of child development: Revised formulations and current issues* (pp. 197-249). London & Bristol: Penn. https://dropoutprevention.org/wp-content/uploads/2015/07/paquetteryanwebquest_20091110.pdf

Bronfenbrenner, U., & Morris, P. A. (1998). The Ecology Of Development Processes. In R. M. Lerner (Ed.), *Handbook of child psychology: Theoretical models of human development* (5th ed., Vol. 1, pp.993-1028). New York. https://impactofspecialneeds.weebly.com/uploads/3/4/1/9/3419723/bronfenbrenners_ecological_model_of_child_development.pdf

Brooker, L. (2008). *Supporting Transitions In The Early Years. Maidenhead*, England: Open University Press McGraw.

Broström, S. (2002). Communication And Continuity In The Transition From Kindergarten To School. In H. Fabian & A.-W. Dunlop (Eds.), *Transitions in the early years: Debating continuity and progression for young children in early education* (pp. 52-63). RoutledgeFalmer. https://api.pageplace.de/preview/DT0400.9781134475063_A25025816/preview-9781134475063_A25025816.pdf

Clark, A. & Moss, P. (2001). *Listening to young children: The Mosaic Approach*. London: National Children's Bureau for the Joseph Rowntree Foundation. http://resources.ncb.org.uk/resources/publications/view-publication?PubID=728

Clark, A. (2004). *The Mosaic Approach and research with young children*. In V. Lewis, M. Kellett, C. Robinson, S. Fraser & S. Ding (Eds), The Reality of research with children and young people (pp. 142-161). London: Sage. http://www.uk.sagepub.com/booksProdDesc.nav?prodId=Book226261

Clark, A. (2007). *Early childhood spaces. Involving young children and practitioners in the design process*. Early Childhood Development, December, 1–43. https://files.eric.ed.gov/fulltext/ED522693.pdf

Clark, A. (2010). Transforming children's spaces: Children's and adults' participation in designing learning environments. London: Routledge. https://doi.org/10.4324/9780203857588

Clark, A., Kjorholt, A. T., & Moss, P., eds. (2005). Beyond listening: Children's perspectives on early childhood services. Bristol: Policy Press.

Daily, S., Burkhauser, M., & Halle, T. (2012). School Readiness Practices In The United States. *National Civic Review*, 100(4), 21-24. https://doi.org/10.1002/ncr.20080

Dockett, S., & Perry, B. (1999). Starting school: What do the children say? Early Child Development and Care, 159(1), 107-119. https://doi.org/10.1080/0300443991590109

Dockett, S., & Perry, B. (1999). Starting school: what matters for children, parents and educators? Research in Practice 6(3). Canberra, Australian Early Childhood Association. https://doi.org/10.1177/1476718X04042976

Dockett, S., & Perry, B. (2004). Starting School: Perspectives of Australian Children, Parents and Educators. *Journal of Early Childhood Research*, 2(2), 171-189. https://doi.org/10.1177/1476718X04042976

Dockett, S., & Perry, B. (2008). Starting school: A community endeavour. *Childhood Education*, 84(5), 274-280. https://doi.org/10.1080/00094056.2008.10523024

Einarsdottir, J. (2005). Playschool in pictures: children's photographs as a research method. *Early Child Development and Care,* 175(6), 523–541. https://doi.org/10.1080/03004430500131320

Fabian, H., & Dunlop, A. W. A. (2002). Introduction. In H. Fabian, & A. W. A. Dunlop (Eds.), *Transition in the Early Years—Debating Continuity and Progression for Young Children in Early Education* (pp. 1-7). London: Routledge Falmer.

Fabian, H., & Dunlop, A.-W. (2007). *Outcomes of Good Practice in Transition Process for Children Entering Primary School*. The Hague: Bernard van Leer Foundation. https://www.researchgate.net/publication/252093921_Outcomes_of_Good_Practice_in_Transition_Process_for_Children_Entering_Primary_School

Fives, H., & Buehl, M. M. (2012). *Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us*? In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA educational psychology handbook*, Vol. 2. Individual differences and cultural and contextual factors (pp. 471–499). American Psychological Association. https://doi.org/10.1037/13274-019

Fraser, S., Lewis, V., Ding, S., Kellett, M., & Robinson, C. (2004). Doing research with children and young people. Sage Publications: Sage. http://www.uk.sagepub.com/textbooksProdDesc.nav?prodId=Book226262

Harper, L. J. (2015), Supporting young children's transitions to school: Recommendations for Families. *Journal of Early Childhood Education* 44. https://doi.org/10.1007/s10643-015-0752-z

Harper, L.J. (2005*). Transition Voices: Perspectives, Concerns, and Discontinuities Expressed by Children, Parents, and Teachers as Children Transition from a University-Affiliated Kindergarten to a Public School First Grade*. ProQuest Information and Learning Company. https://core.ac.uk/download/pdf/215516818.pdf

Hasted, P. (2012). Images and Perspectives: Young Children and Digital Photography. Royal Roads University.

Hugo, K., McNamara, K., Sheldon, K., Moult, F., Lawrence, K., Forbes, C., Martin, N., & Miller, M. G. (2018). Developing a Blueprint for Action on the Transition to School: Implementation

of an Action Research Project Within a Preschool Community., *IJEC* 50, p. 241–257, Springer. https://doi.org/10.1007/s13158-018-0220-1

Joerdens, S. H. (2014). Belonging Means You Can Go In": Children's Perspectives And Experiences Of Membership Of Kindergarten. *Australasian Journal of Early Childhood*, 39 (1), pp. 12-21. https://doi.org/10.1177/183693911403900103

Kang, J., Horn, E. M, & Palmer, S. (2017). Influences of Family Involvement in Kindergarten Transition Activities on Children's Early School Adjustment, Early Childhood Education Journal, Volume 55 (6), pp 789–800.

Kim, H. (2009). *Early childhood transitions in different cultural contexts*. In H. Fabían & A.-W. Dunlop (Eds.), Transitions in the Early Years (pp. 147-157). Routledge.

Kim, Y. (2009). Minority parental involvement and school barriers: Moving the focus away from deficiencies of parents. Educational Research Review, 4(2), 80–102. https://doi.org/10.1016/j.edurev.2009.02.003

Lacey, P. (2012). "When the Bell Rings we go Inside and Learn": Children's and Parent's Understandings of the Kindergarten Transition. ProQuest LLC. https://core.ac.uk/reader/79564240

Ladd, G., Herald, S., & Kochel, K. (2006). School readiness: Are there social prerequisites? *Early Education & Development,* 17 (1), 115-150. https://doi.org/10.1207/s15566935eed1701_6

Laevers, F. (1994). *The Innovative Project: experiential education*. Leuven: Centre for Experiential Education.

Langsted, O. (1994). Looking At Quality From The Child's Perspective, in Moss, P. and Pence, A. (eds.) Valuing Quality In Early Childhood Services: New Approaches To Defining Quality. *London: Paul Chapman Publishing*, pp. 28-42. AERA Open, Vol. 2, No. 3, pp. 1–18 DOI: 10.1177/2332858416655766

Lokken, G. (2000). *Toddler peer culture: The social style of one and two year old body subjects in everyday action*. Doctoral dissertation, Department of Education, Faculty of Social Sciences and Technology Management, Norwegian University of Science and Technology, Trondheim.

Margetts, K. (2002). Transition to school — Complexity and diversity. *European Early Childhood Education Research Journal*, 10(2), 103–114. https://doi.org/10.1080/13502930285208981

McTavish, M., Streelasky, J. & Coles, L. (2012). Listening to Children's Voices: Children as Participants in Research. *IJEC* 44, 249–267. https://doi.org/10.1007/s13158-012-0068-8

Md Nor, M., Palaniappan, A. K., & Arshad, M. (2008). Factor influencing transition from home through preschool to primary school. *Conference paper in Research in Education*. https://eprints.um.edu.my/9123/1/All.pdf

Miller, K. (2014). From Past to Present: How Memories of School Shape Parental Views of Children's Schooling. *International Journal of Early Years Education*. 1 (19). DOI:10.1080/09669760.2014.992869.

Miller, L. (2014). Crossing The Transition Border: International Insights Into The Experiences Of Transition To School. *International Journal of Early Years Education*, 22(1), 77-78.

Mollborn, S. (2016). Young Children's Developmental Ecologies and Kindergarten Readiness. *Demography*, 53(6), 1853–1882. https://doi.org/10.1007/s13524-016-0528-0

Petriwskyj, A., & Grieshaber, S. (2011). Critical Perspectives on Transition to School. *Reframing the debate*. p.84-95. Springer.

Pianta, R.C., Rimm-Kaufman, S. E., & Cox, M. J. (1999). *An Ecological Approach To Kindergarten Transition*. Baltimore, MD: Paul H. Brookes, Publishing.

Ponizovsky-Bergelson, Y., Dayan, Y., Wahle, N., & Roer-Strier, D. (2019). A Qualitative Interview With Young Children: What Encourages or Inhibits Young Children's Participation? *International Journal of Qualitative Methods*, 18. https://doi.org/10.1177/1609406919840516

Puccioni, J. (2014). Parents' Conceptions of School Readiness, Transition Practices, and Children's Academic Achievement Trajectories. *The Journal of Educational Research*, 108(2), 130–147. https://doi.org/10.1080/00220671.2013.850399

Puccioni, J. (2018). Examining Parents' And Teachers' Beliefs About School Readiness. *Early Child Development and Care*, 188(7), 931-947.

Puccioni, J. (2018). Understanding how kindergarten teachers' beliefs shape their transition practices. *The School Community Journal*, 28(1), 249–272.

Recchia, S. L., & Dvorakova, K. (2012). How Three Young Toddlers Transition From An Infant To A Toddler Child Care Classroom: Exploring The Influence Of Peer Relationships, Teacher Expectations, And Changing Social Contexts. *Early Education and Development*, 23(2), 181–201. https://doi.org/10.1080/10409289.2012.630824

Richardson, L. (1996). A new beginning: Transition to school. *Australian Journal of Early Childhood*, 21(4), 25-28.

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education*, Vol. 2, pp. 102–119. New York, NY: Macmillan.

Rimm-Kaufman, S. E., & Pianta, R. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21, 491-511. https://doi.org/10.1016/S0193-3973(00)00051-4

Rinaldi, C. (2005). Documentation and assessment: what is the relationship?. In A. Clark, A. Kjørholt & P. Moss (Ed.), *Beyond listening: Children's perspectives on early childhood services* (pp. 17-28). Bristol, UK: Policy Press. https://doi.org/10.56687/9781447342403-005

Salmi, S. & Kumpulainen, K. (2019). Children's experiencing of their transition from preschool to first grade: A visual narrative study. *Learning, Culture and Social Interaction*, 20, p. 58-67. https://doi.org/10.1016/j.lcsi.2017.10.007

Sanchez, S., & Thorpe, E. (1998). Discovering meanings of continuity. Zero to three, 18(6), 1-6.

Smith, A., Duncan, J., & Marshall, K. (2005). Children's perspectives on their learning: exploring methods. *Early Child Development and Care*, 175(6), 473–487. https://doi.org/10.1080/03004430500131270

Thomson, P. (2015). The first day of school: A transitioning experience. *Early Childhood Education Journal*, 43(4), 281-289.

Thomson, R. (2015). *Connecting Communities: An Ecological Approach for Preschool to Kindergarten Transition*. ProQuest.

Urbina-Garcia, A. (2019). Preschool Transition in Mexico: Exploring teachers' perceptions and practices. Teaching and Teacher Education, 85, pp. 226-239, Elsevier. https://doi.org/10.1016/j.tate.2019.06.012

Urbina-Garcia, A. (2019). Starting school: What do new children need? *Early Child Development and Care*, 189(11), 1807-1820.

Webb, G., Knight, B. A., & Busch, G. (2017). Children's transitions to school: 'So what about the parents'? or 'So, what about the parents'? *International Journal of Early Years Education*, 25(2), 204–217. https://doi.org/10.1080/09669760.2017.1301808

Webb, L., Knight, B., & Busch, G. (2017). The transition to school: What helps children and what hinders them? *Australasian Journal of Early Childhood*, 42(2), 16-24.

Winter, S. M. (2011). Culture, Health, and School Readiness in Transitions to Early Care and Education. *Springer*. https://doi.org/10.1007/978-94-007-0573-9_11