

ABSTRACT

Transition Practices at a Primary School and Preschool: An Investigation Into the Transition Practices That Exist at a Government Assisted Primary School and Its Main Feeder ECCE Centre in the Port of Spain and Environs Education District

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This study sought to investigate the transition practices of one preschool and one primary school, with a view to formulating strategies to improve the quality of their programmes and to harmonize their transition practices. Data were collected through interviews held with eight participants comprising the two principals, the ECCE teacher, a Year 1 primary school teacher, and two Second Year children and their mothers. Other data were collected through document analysis. The findings revealed the absence of the educators' collective input in the transition process and of a policy document to inform their current practices.

Keywords: Transition classes; Early childhood care and education; Student progress; Primary education; Trinidad and Tobago