

ABSTRACT

The Preschools' Transition Process: An Examination of the Transition Policies and Practices of Two Preschools in the Port of Spain and Environs Educational District

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This qualitative case study examined the transition policies and practices of two purposively selected preschools, with a view to improving transition planning. Data were gathered from teachers and principals of the two preschools through interviews and observations. The findings revealed that there were limited official policies with regard to transition documented in the "Curriculum Guide" (2006) and the ECCE standards (2004). Specific measurable guidelines or activities were not documented, resulting in a lack of concrete mechanisms to guide the transition process. The only plan of action identified in the documents was record keeping, and the only transition practice for preparing students for primary school was that children were called by their given name.

Keywords: Preschool centres; Transition class; Early childhood care and education; Student progress; Preprimary education; Primary education; Trinidad and Tobago