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ABSTRACT

Noting the importance of young children's school readiness, the Danish Ministry of Education initiated transition activities to help preschoolers make a successful transition to kindergarten. This study examined Danish teachers' understanding of and attitudes toward transition activities. The study's questionnaire listed 32 typical transition activities which respondents judged as "a good idea" or "not a good idea." Respondents also noted if they saw any barriers related to the implementation of the "good" ideas. Participating in the study were 240 preschool teachers, kindergarten teachers, elementary school teachers, or leisure time teachers from an original sample of 600. The findings indicated that teaching staff expressed a positive attitude to transition activities, with about 75 percent of the teachers judging as "a good idea" about three fourths of the transition activities such as mutual visits, some shared activities, meetings, and conferences. Only about 60 percent viewed coordinating curricula or teaching as a good idea. Teachers expressed a distinct understanding and interest on almost all transition activities. Compared to other groups, preschool teachers viewed less positively reading other programs' documents, having meetings on educational practice, and coordinating curricula. Preschool teachers viewed shared meetings with parents more positively than did kindergarten teachers. In a comparison of findings with those of a comparable survey of American kindergarten teachers, fewer Danish than U.S. educators viewed coordinated curricula as a good transition idea. Common barriers identified by the Danish respondents included lack of time, lack of resources, too many schools to cooperate with, and professional secrecy. (Contains 31 references.) (KB)

TRANSITION TO SCHOOL

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Paper related to poster symposium on "transition" at EECERA 10th European Conference on Quality in Early Childhood Education, University of London, 29 August to 1 September 2000.

The Danish national goal introduced by Ministry of Education, teacher's union and the national association of municipalities "A good start in school" emphasises several related elements. First ready children, or children's school readiness, which is the development of personal, social and intellectual competence, that promote school success. Second caring and stimulating parents and family, and also a supporting community. Third a system of high quality pre-schools, which on the one hand provide a rich daily life carrying its own reward, and on the other hand contributes to children's learning and comprehensive development. More the pre-schools have to be "school-ready". That is pre-schools holding a practice helping children's transition to school. Finally a "child-ready school" is demanded, that is a school which is able to take the child's perspective, understands the child's needs, and creates an appropriate learning environment.

Helping children to a good start in school we often focus on the development of so called school readiness (Graue, in press; Meisels, in press; Pianta & McCoy, 1997; Ramey & Ramey, in press). Though it can be of importance to define certain knowledge, skills and behaviour, which the school calls for, very often this includes a kind of school adjustment. Thus a good start in school involves much more factors.

A national programme initiated of the Ministry of Education in 1999 aims at the establishment of a set of so called "activities for transition". In other words a combination of activities helping the child to transit from pre-school to kindergarten in school. Such activities taken by families, pre-school and school are an important part of ecological processes before and after children's start in school. Such ecological models or perspectives are described in an USA context (Ramey & Ramey, in press; Pianta & Walsh, 1996) and in a Danish context (Broström, 1999a, 2000b).

For example Pianta & Walsh (1996) emphasises positive connections between home, pre-school, and school that are based on personal contact prior to school entry and ongoing communication concerning curriculum and activities. In an evaluation report Broström (2000) describes, that such activities for transition have been common during the last two years in Denmark. Love et al. (1992) reported that roughly 20% of U.S. schools have a range of transition activities, that meet the needs of families and students for information about and personal contact with the school.

Problems to overcome

However, although parents and teachers contribute to establish a network with relationships between families, pre-schools, and schools several typical problems and hindrances are expressed at the child's transition from pre-school to school. In a report from the Ministry of Education Broström (2000) writes:

- Pre-school teachers have limited knowledge on what happens in kindergarten class in school. Many have a diffuse orientation concerning activities in school. Or they think that school has not changed since they own school time. Often they express an understanding, that in school children are siting at a chair whole day. In contrast to freedom, learning is seen as work.
- Similar kindergarten teachers understanding of life in pre-school are vague and in first of all they see pre-school as place, where children are cared, and not as an educational culture. Though pre-school teachers the last 5-7 years have produced plan of activities (their own curriculum) the teaching-learning processes still are hidden. For example they often write on play at a general level: children develop themselves through play, but only seldom this is followed-up by a description of how and what children can learn through play.
- In general kindergarten teachers claim at school starter's lacking skills and competencies. The criticism is, that the pre-school does not contribute to a level of development, which is necessary for being able to make use of the learning environment in kindergarten class. In other words too many children have not obtained a level of "school readiness".
- To day there are too big educational contradictions between pre-school and kindergarten class (Broström, 1999b). In Denmark kindergarten and kindergarten-classes in school are rooted in a shared historical, educational, and ideological tradition. However, during the last decade some basic differences according to educational goals, content and principles are seen. In kindergarten the concept development and developmental psychology is the theoretical foundation and following play and creative-aesthetical activities (e.g. music, dance, drawing, painting) are seen as the important activities. However the common practice seem only to stress play, and to reduce creative-aesthetical activities and the teachers active and supporting role (Vejleskov et al., 1997). Opposite new research (Broström, 1999a) shows that curriculum, teaching and learning has become common concepts in kindergarten-classes in school (e.g. reading and writing activities).
- There are a lack of communication between pre-school teachers and teachers from kindergarten class in the period up to children's transition. Thus the teachers from kindergarten class meet the children without having knowledge neither about the single child and nor the whole group. In relation to children in risk this group do not receive the necessary support.

- Some children have lacking insight in what will happen in kindergarten class. A Danish investigation (Broström, 2000a) of 375 children's expectations to school, and how this are met in school shows, that 11% of the children have a very diffuse or no expectations. More 22% of the children realised, that the expectation they expressed in pre-school were not meet during the first year in school. - However, it must be underlined, that as to a little more than three fourth of the children there are a balance between expectations and realisation.
- More a group of children have an outdated picture of the school as a place, where you have to sit down and behave quiet, else the teacher will scold and smack. Such a view on school can result in nervousness and insecurity, which will be deepen in the following.

Nervousness before start in school

If a child is dominated of an out of date picture of the school, which produce insecurity and nervousness it will be drain for energy, and you might say the child is not ready for school.

A Danish study of 565 children's expectations from 1995 (Broström, 1999a) shows that 12% seem to be marked of insecurity and nervousness. A parallel investigation of 375 six year old pre-school children's expectations to school carried through in spring 1999 shows a similar or tighten tendency (Broström, 2000a). Here 24% expressed an expectation characterised by a scolding teacher, who commands children to sit still, and be quiet. And more problematic is the fact, that among these 19% anxiety-answers 5% of the children expect to meet an *authoritarian* school in which the teacher has power and use his power oppressing children. The children were asked two questions: "What do you think, you shall *do* in kindergarten class", an "what do you think, you shall *learn* in kindergarten class?" An example showing an anxiety-answer, which at the same time holds the authoritarian view is expressed of a boy 5.11 year:

> *What do you think, you shall do in kindergarten class?*
> I don't know. Learn to write. My bigger brother says it is a hell. May be I will miss the pre-school. I will go there to se how life is. I think my brother likes the break.
>
> *What do you think, you shall learn in kindergarten class?*
> I will learn to write and learn to read. I will learn to make weapon of tree like my bigger brother.

The example illustrates a school expectation characterised by scepticism a bit of anxiety. More it also signals that they have knowledge of school from persons around

them. Not only parents and pedagogues prepare children to school. They also pick up "school-stories" from the culture in general.

In below example a boy 6.9 years illustrate a negative expectation to school:

> *What do you think, you shall do in kindergarten class?*
> I have no idea. Play. I do not look forward to school. I will not go there.
>
> *What do you think, you shall learn in kindergarten class?*
> I will learn to read and write "Daniel". I need to be nice and do what the teacher says. Walk to the playground, when the teacher tells me. Also learn to draw pictures.

The last example illustrates the mentioned 5% of answers, which characterise school as an authoritarian place, where the teacher commands the children. A 6.5 years old boy says:

> *What do you think, you shall do in kindergarten class?*
> Music, homework, and play outside.
>
> *What do you think, you shall learn in kindergarten class?*
> Draw correctly, do homework correctly, play correctly, play outside in a good matter, eat correctly, learn to play with plaything correctly. You will be should, if you do not play correctly. If people do not like to play with me, you have to play with yourself. You will get smack from the teacher.

Above quotations are all expressed of boys. Especially the boys view the school as a place, where you have to sit still, be quiet, and to follow the teacher's ideas. And in relation to the view school as "an authoritarian place", mostly only the boy's voices are heard. Viewing school in above way together the boys appear three third of the answers.

The fact that not all children look forward to start in school is also expressed in a Norwegian investigation, which shows that a third of 6-7 years old children had a fear for to start in school (Lillemyr et al., 1998). However, opposite the Nordic investigations a German research on 162 children shows, that yet they were keen in general they look forward to start in school (Griebel & Niesel, 1999). May be also Danish children will express a more positive expectation in a research interview, which more directly calls for positive and negative expectations.

Transition activities

The described problems, and especially some children's fear for school, advocate for the establishment of transition activities, and thus make up continuity in children's

life. This implies, that parents, pre-school teachers, teachers, and leisure time teachers make up a close co-operation. New investigations show that such a developed relation and communication is the pivot for a good start in school (Piaenta &Walsh, 1996; Christenson, in press; Epstein, 1996).

Through international literature and reports from practice detailed description on different transition practice is given. This consists of a combination of school ready pre-schools and child ready schools.

Among other things *school ready pre-schools* make up a curriculum and a practice, which a the one hand meets the child's interest, and has its own value, and on the other hand contributes to develop what the culture at the moment define as school readiness. Thus there is a co-ordination of and continuity between the pre-school and school curriculum. Some places this is realised through mutual observations, and following-up activities where pre-school teachers and kindergarten teachers evaluates the educational practice in the two class-rooms in order to construct a coherent pre-school and kindergarten class curriculum. Other pre-schools organise so called "last-call-activities" characterised by a suddenly changes of the educational practice, where children's play and aesthetical activities over a night are replaced by a scholastic practice with narrow teacher directions, use of work sheet, and an outside demanding of to sit still, listen, and be quiet. Opposite such a misunderstanding new research seem to document, that a developmental appropriate practice with play, co-operative roles, and social interaction with other children will lead to the development of competencies which characterise a comprehensive development (Hubbel et al, 1987; Love et al., 1992). More in the school ready pre-school the teachers and children visit the school and kindergarten class and often they have spent a whole day in their coming class together with their new friend.

Child ready schools meet children as they are. Through meetings with the pre-school teachers the kindergarten teacher have knowledge about the individual child, the relations between the children, and the dynamic in the group. More the children bring along some characteristic experiences from the pre-school in shape of pictures, their own drawings, stories they have told in pre-school etc. The teacher's knowledge of the children, and the children's traces make up the starting point. Thus the children will experience themselves as competent and active individuals.

Besides above not detailed and rough illustration of transition practice in Denmark during the last two years we have seen a cascade of transition activities: a variation of mutual visits and meetings between pre-school teachers, kindergarten teachers, teachers from grade 1. and 2., and leisure time teachers, different forms of co-operation with parents, children visiting school etc.

Although it seems obviously and may be easy to implement such transition practice it is both time consuming and covered with problems and barriers. Besides lack of time and resources in general, and first of all because of different educational traditions and understanding, it is difficult for pedagogues and teachers to

communicate and co-operate in practice. However, in spite of all the hindrances pedagogues and teachers seem to have an optimistic view on this challenge. This understanding is based on reported experiences from almost 200 pre-schools and schools (Krogh-Jespersen et al., 20000), and also a survey study (Broström, 2000 in press).

Teachers understanding of transition activities

Based on an extensive review of the literature on transition to school and an American survey conducted by the National Transition Study (Love et at., 1992), an American survey involving 3.595 kindergarten teachers (Pianta et al., 1999) and a Danish evaluation study on transition activities (Krogh-Jespersen et al., 2000) a questionnaire survey was designed and carried through in order to describe teacher's understanding and attitudes to transition activities. The survey focused on teacher's views on transition practice. They were asked to reflect on and judge a numbers of transition activities.

Method

The questionnaire reflects the overall goal on kindergarten transition practice and too barriers to these practice. The questionnaire consist of a list over typical transition activities, which the respondents were ask to judge as "good idea" or "not". More they were asked to notice, if they saw any problems or barriers related to the implementation of the "good idea practice". Opposite the study conducted by Pianta et al. (1999) the present study did not use a list of potential barriers, but asked the respondents to formulate possible barriers themselves.

A pilot study was carried through among 30 pre-school teachers, kindergarten teachers, teachers, and leisure time teachers, in order to obtain a more precise wording, and also adding questions. Finally the questionnaire consist of 32 transition activities. Here the 21 questions from the survey by Pianta et al. (1999) were used. The addition of 11 more questions were necessary in order to reflect problems and new practice related to transition practice.

The questionnaire were spread to a group of pre-school teachers, kindergarten teachers, teachers, and leisure time teachers through the administrations in four municipalities near Copenhagen, and some villages. About 600 questionnaires were distributed, but only 249 were filled out and returned. 32% of the questionnaires were answered by pre-school teachers, 18% by kindergarten teachers, 20% by school teachers, and 23% by leisure time teachers.

The data were analysed using a computer programme designed to analyse data from complex sample surveys.

Reading the completed questionnaires some source of error seems to appear. Though it seems to be rather clear, that the questionnaire asks for a judgement of each transition activity, some respondents seem to answer whether they have made

use of the particular transition practice. Thus probably there were a mix of attitudes and practice. However, all answers are recorded as a judgement, that is the respondent's attitude to the transition activity.

Results

Below table expresses in percentage how 249 pre-school teachers, kindergarten teachers, leisure time teachers, and teachers judge 32 transitions activities to "be a good idea".

Transition activity	Percentage
1. The school invites the child to visit the class before school start	95.9
2. The pre-school teachers and children visit the class before school start	93.4
3. The pre-school teachers and children visit leisure time centre	93.1
4. The next year teacher have some period in kindergarten class	92.3
5. Talk with parents after school start	90
6. Pre-school teachers and kindergarten teachers have conferences before school start about children life and development	89.9
7. Letters to parents before school start	89.3
8. Flyers to parents before school start	87.6
9. The teacher team in kindergarten class is made up of pedagogues and teachers	86.5
10. Letters to children before school start	85.2
11. Open house in kindergarten class before school start	84.9
12. Some teaching periods are co-ordinated between kindergarten class, grade 1.- 2., and leisure time centre	83.9
13. Meetings with children and parents before school start	83.0
14. Talks with parents before school start	82.0
15. Co-operation with parents are co-ordinated between school and leisure time centre	81.9
16. Kindergarten, school and leisure time centre read each other curriculum, activity plans, and other written documents	80.1
17. Kindergarten teachers visit their coming students in their pre-schools	79.8
18. Leisure time teachers are a part of the teacher team in school	79.2
19. The kindergarten teacher follows the children to grade 1., either some lesions during the week or integrated in the teacher team	78.3
20. The school invites the eldest children in pre-schools to participate in cultural events at the school	77.6
21. At school enrolment children and parents meet the kindergarten teacher	77.6

22. Currently teachers and pedagogues visit each other and observe the educational practice	77.2
23. Teachers and pedagogues have shared meetings to discuss education	76.0
24. Letters to parents after school start	71.1
25. Before school start pre-school and kindergarten class have shared meeting with the parents	65.7
26. Co-ordinated curriculum between pre-school, kindergarten class, and leisure time centre	60.3
27. co-ordinated teaching between pre-school, kindergarten class, and leisure time centre	59.4
28. Open house in kindergarten class after school start	52.8
29. Flyer to parents after school start	41.1
30. Home visit after school start	40.0
31. Letters to children after school start	39.6
32. Home visit before school start	27.5

Table 1.
Percentage of 249 pre-school teachers, kindergarten teachers, leisure time teachers, and teachers judging transitions activities to "be a good idea".

In general pedagogues and teachers express a positive attitude to transition activities. About 75% of the teachers judged about three fourth of the transition activities as "a good idea". They find it is a good idea to have meetings, mutual visits, some shared activities etc. However, when it comes to a co-ordination of the two curricula (number 26) and co-ordinated teaching (number 27) only about 60% of the pedagogues and teachers judged this as "a good idea". Though this percentage is not disastrous low, yet it expresses a kind of resistance according to bridge the two educational traditions. As described (Broström, 1999b) still there is some educational contradiction pre-school and kindergarten classes in school. You might se an aversion to incorporate the other tradition. Having meetings, discussions, mutual visits etc. is seen as important and fruitful. But when it comes to an obligation towards each other you see a kind of hesitation.

In the questionnaire the teachers also were asked to give priority to the three most important transition activities. Though only 187 respondents among 249 possible in general below priority reflects the pattern described in table 1. It is not surprising the teachers make a top five priority as described in below table 2. Yet the transition activity with priority number 3 "teachers and pedagogues have shared meetings to discuss education" is reduced to number 23 in table 1. Although 76% finds this as a "good idea", you might wonder the reason for this difference. In a way this do not fit with the described relative low judgement of transition activities number 26 and 27

(in table 1) according to a co-ordinating of the two educational cultures. However, you might say there is a distance between to discuss educational, and to co-ordinate educational practice.

Transition activity	Top Five	No in table 1
Pre-school teachers and kindergarten teachers have conferences before school start about children life and development	1	6
The next year teacher have some period in kindergarten class	2	4
Teachers and pedagogues have shared meetings to discuss education	3	23
The school invites the individual child to visit the kindergarten class before school start	4	1
The pre-school teachers and children visit the kindergarten class before school start	5	2

Table 2.
"Top five": Percentage of 187 pre-school teachers, kindergarten teachers, leisure time teachers, and teachers judging transitions activities related to "top five".

In general the teachers express a distinct understanding and interest on mostly all of the transition activities. However, because there are some educational contradictions between pre-school, leisure time centre and school you might think there also could be difference between pre-school teachers, kindergarten teachers, leisure time teachers and school teachers judgement of transition activities.

Difference between different types of teachers
According to most of the transition activities there were not found any appreciable difference. However related to few specific activities, there were found some differences.

As illustrated in table 3 transition activities number 16, 23 and 26 concerning reading each other documents, having meetings on educational practice, and a co-ordination of the curriculum, the pre-school teachers seem to be less positive. Especially concerning the idea to have a co-ordinated curriculum the pre-school teachers show a reluctance. Only 37% of the pre-school teachers judge this as a "good idea". Probably the pre-school teachers are worried of the fear for to get a more school oriented curriculum. Here the leisure time teacher's positive judgement (76%) is more surprising, while this group very often express a not school like attitude. Opposite you might wonder why leisure time teachers on the other hand give a low priority to "have shared meetings to discuss education". However, it can be

understood like this: They want a co-ordinated curriculum, but they do not want to use hours to discuss.

If pre-school teachers show low interest related to the three first transitions activities they give a high priority to transition activity no 25 - "before school start pre-school and kindergarten class, have shared meetings with parents". 92% of pre-school teachers against 76% of the kindergarten teachers indicate this as a "good idea". Yet in a way it is surprising not all pre-school teachers think it is important to have a opportunity to inform parents of life in kindergarten class in order to establish realistic expectations.

A similar comment could be stated concerning kindergarten teacher's low priority of "open house in kindergarten class after school start" (46%).

Transition activity number 15"co-operation with parents are co-ordinated between school and leisure time centre", and number 18, "leisure time teachers are a part of the teacher team in school", are both valued relative high by the involved partners. And what is of special interest also the leisure time teachers give a high and positive judgement. This is seen positive since especially leisure time teachers often hesitate while they see the education in school as too scholastic.

Transition activity	Pre-school teachers	Kinder-garten teachers	School teachers	Leisure time teachers
16. Reading each other curriculum and other written documents	72%	82%	80%	88%
23. Having shared meetings to discuss education	52%	84%	79%	46%
26. Co-ordinated curriculum between pre-school, kindergarten class, and leisure time centre	37%	66%	70%	76%
25. Before school start pre-school and kindergarten class have shared meetings with parents	92%	76%	76%	71%
28. Open house in kindergarten class after school start	49%	46%	73%	39%
15. Co-operation with parents are co-ordinated between school and leisure time centre	74%	77%	88%	90%
18. Leisure time teachers are a part of the teacher team in school	80%	73%	85%	78%

Table 3.
Distribution in percent of four types of teacher's positive judgement ("good idea") of some transition activities
(The numbers in left column refers to the numbers in table 1).

Difference between Danish and American teacher's judgement

The Danish survey was designed and carried out inspired of an American survey involving 3.595 kindergarten teachers (Pianta et al., 1999), which more or less makes it possible to compare the findings.

The American questionnaire consists of 23 transition activities. In the development of the Danish questionnaire 21 questions from the survey by Pianta et al. (1999) were used. The addition of 11 more questions were necessary in order to reflect problems and new practice related to transition practice. Thus in below table some blank squares will be found in the US column.

Transition activity	Percentage	
	DK	USA
1. The school invites the child to visit the class before school start	96	75
2. The pre-school teachers and children visit the class before school start	93	
3. The pre-school teachers and children visit leisure time centre	93	
4. The next year teacher have some period in kindergarten class	92	
5. Talk with parents after school start	90	97
6. Pre-school teachers and kindergarten teachers have conferences before school start about children life and development	90	82
7. Letters to parents before school start	90	93
8. Flyers to parents before school start	88	93
9. The teacher team in kindergarten class is made up of pedagogues and teachers	86	
10. Letters to children before school start	85	87
11. Open house in kindergarten class before school start	85	90
12. Some teaching periods are co-ordinated between kindergarten class, grade 1. And 2., and leisure time centre	84	
13. Meetings with children and parents before school start	83	83
14. Talks with parents before school start	82	91
15. Co-operation with parents are co-ordinated between school and leisure time centre	82	
16. Kindergarten, school and leisure time centre read each other curriculum, activity plans, and other written documents	80	94
17. Kindergarten teachers visit their coming students in their pre-schools	80	68
18. Leisure time teachers are a part of the teacher team in school	79	
19. The kindergarten teacher follows the children to grade 1., either some lesions during the week or integrated in the teacher team	78	
20. The school invites the eldest children in pre-schools to participate in cultural events at the school	78	
21. At school enrolment children and parents meet the kindergarten teacher	78	81
22. Currently teachers and pedagogues visit each other and observe the educational practice	77	
23. Teachers and pedagogues have shared meetings to discuss education	76	87
24. Letters to parents after school start	71	94
25. Before school start pre-school and kindergarten class have shared meeting with the parents	66	

26. Co-ordinated curriculum between pre-school, kindergarten class, and leisure time centre	60	85
27. Co-ordinated teaching between pre-school, kindergarten class, and leisure time centre	59	
28. Open house in kindergarten class after school start	53	90
29. Flyer to parents after school start	41	86
30. Home visit after school start	40	59
31. Letters to children after school start	40	56
32. Home visit before school start	27	56

Table 4.

Percentage of 249 Danish pre-school teachers, kindergarten teachers, leisure time teachers, and teachers, and 3.595 American teachers judging transitions activities to "be a good idea".

In a whole there is no dramatic difference or contradictions between Danish and American teacher's judgement of transition activities. Yet you might pay attention to activity no. 26 "co-ordinated curriculum between pre-school, kindergarten class and leisure time centre. May be there is less conflicts involved in this question in USA compared with Denmark. You might believe there is more identity between pre-school and school in USA compared with Denmark. If so, from a Danish perspective and debate, Danish pedagogues will ask. Does it mean that the pre-school is adjust to the school curriculum and tradition?

However, there can be a distance between the positive judgement and the possibility to implement these in practice. Many barriers and hindrances appear, when pre-school teachers, kindergarten teachers, school teachers, and leisure time teachers co-operate in order to bridge pre-school, school and leisure time centre.

Barriers

In the evaluation report concerning the project *A good start in school,* conducted of the Ministry of Education, most of above mentioned transition activities are used and too described very positive. However, though teachers and pedagogues in general found these activities very satisfactory, they also reported a series of problems, hindrance, and barriers.

In order to get more knowledge concerning barriers the Danish questionnaire too invited the respondents to describe possible problems and barriers concerning the implementation. Thus it was expected, that the respondents would notice a large amount of barriers, which make it difficult to carry through the mentioned transition activities. Strangely enough only a little part of the respondents made remarks on this topic. Actually spread on the 32 transition activities only 70 respondents made comments concerning possible barriers.

How can that be understood? Does it mean than Danish teachers and pedagogues have no problems with transition activities? Do they have resources enough, and do they find it easy to co-operate with colleagues with another educational tradition and background? This seems not very probable. This is not what teachers and pedagogues use to say. Probably the respondents did not want to spoil their time to carry out this time consuming activity. Thus the data is insufficient. However, may be the answers although can give some useful information:

The common barriers, which are mentioned:

- lack of time
- resources
- to many pre-schools and schools to visit and co-operate with
- professional secrecy
- difference in educational cultures
- borders between professional demarcations
- borders related to union policy
- difference in working time
- mutual lack of interest, reluctance and aversion
- bad physical facilities
- time is taken from the children
- children can't relate to future life
- too many children are involved
- class lists are established too late
- too much pressure on parents, parents are not interested

Above barriers are all mentioned by the Danish respondents. However it is not possible to get knowledge of the range of the barriers. Opposite the American survey the researchers set up a list of barriers the respondents were asked to mark on. Here some of the barriers are also seen in the Danish list.

Below is expressed the American percentage of teachers judging barriers to implementing "good idea" transition practice is added.

- class lists are established too late (55%)
- lack of time (37%)
- resources (36%)
- too much pressure on parents, parents are not interested (31%)
- mutual lack of interest, reluctance and aversion (9%)

You might ask if Danish teacher's judgement related to barriers in accordance with American teachers. This is to be investigated in the future.

Conclusion

Based on research and practical experiences a series of problems, among other some children's nervousness for starting in school, seem to make up a gab between pre-school and school.

In Denmark during the last years pedagogues and teachers have established different forms of transition activities. A survey seems to show, that both pedagogues and teachers express a positive attitude concerning to implement transition activities. However, some hindrance and barriers are also articulated. Especially related to co-ordination of curriculum and teaching between pre-school, kindergarten classes, and leisure time centre.

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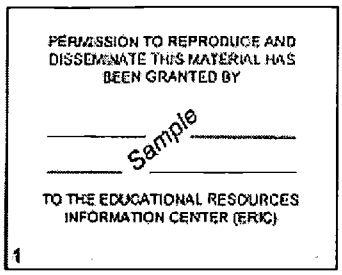

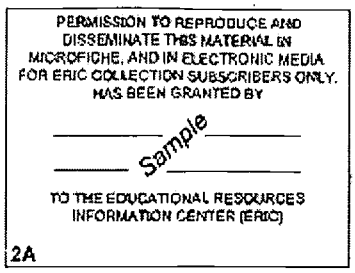

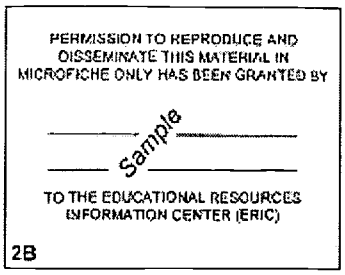

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