

Brennan, Triona, 2007, *A Study of Staff Perceptions of Issues pertaining to Transition from Primary to Post-primary school, including curriculum continuity and the cross-sector dissemination of pupil information.*

ABSTRACT OF DISSERTATION

This study was undertaken to examine the various aspects of transition from primary to post-primary school from the perspective of staff in both sectors. Much research has been carried out to date on the process and experience of transition from the point of view of the pupils themselves. Less is known however about how teachers view this transition and how they deal with these pupils at what can be a highly stressful time in their young lives. This break in continuity of educational experience can lead to a certain vulnerability, calling for a targeted and strategic response on the part of both primary and post-primary schools.

Having spent eight years in the primary school system, transferring to post-primary school not only poses many challenges to the pupils themselves but also to the staff of the post-primary schools concerned. This study set out to examine the attitudes and perceptions of staff members with regard to pupils making this transition in the areas of belonging and integration, pastoral care and communication, curricular continuity, and the transfer of pupil information.

Taking into account the range of changes to which first year pupils are required to adapt, the effectiveness of the transition experience depends on the extent to which individual schools put in place appropriate programmes and procedures which support pupils in all aspects and at all stages of transition.

The valuable experiences and views of a cross-section of teachers were drawn upon in the research component of this dissertation following which recommendations were made which may, if adopted, further enhance the experience of transfer to post-primary education for all concerned.