

Important Factors for the Positioning of Parents in Their Children's Transitioning from Kindergarten to School and Day Care Facilities for Schoolchildren: A Biographical Case Study

Authors : Janne Støen, Solveig Roth

Abstract : Background and Aim: In Norway, all students have a legal right to a safe and inclusive learning environment. For children in grades 1-4 this also includes the after-school program (SFO). In transitioning from kindergarten to school, many children face challenges, both socially and academically. This study aims to explore how children and their parents experience the transition to school and the SFO, related to the tensions the parents experienced during the transition face and the changes in parents' social positioning. Methodology: The data were collected as part of a small-scale two-year study in which 5 parents participated. Recursive individual interviews were used. Data was collected at three time points 1) at the end of the kindergarten period 2) right after starting school and SFO 3) at the end of the 1st school year. Longitudinal theme-based case histories were created. Results and Discussion: Preliminary results show that the communication and understanding of the parents' experience from the school and SFO staff is crucial for how they perceive the transition. Overall, the parents were more satisfied with the communication with the school than with the SFO. They also perceived the connection between school and SFO as random and unstructured. The parents perceived their position as being listened to, but when they expressed concerns, it did not result in any changes. This was more explicit in SFO than in the school. This study highlights the need for school and SFO staff to seriously consider parents' worries, input, and need for information, as well as enhance communication and cooperation between the school and SFO. This is important when working to create well-being in a supportive learning environment.

Keywords : communication, learning environment, positioning, transitions

Conference Title : ICISE 2025 : International Conference on Inclusive and Special Education

Conference Location : Lisbon, Portugal

Conference Dates : October 28-29, 2025