“WHAT IS READINESS?” EXAMINING VIEWS OF SCHOOL READINESS AND PROSOCIAL OUTCOMES IN CHILDREN

by

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ABSTRACT

Beginning kindergarten is an important milestone for children, their families, and schools. The purpose of the present study was to quantitatively examine parents' and teachers' perceptions of school readiness based on five core domains of school readiness: (a) physical well-being and motor development, (b) emotional maturity or social and emotional development, (c) approaches to learning, (d) language development and emerging literacy, and (e) cognition and general knowledge. Kindergarten teachers (n = 53) and parents of preschool children (n = 8) completed a questionnaire assessing their views on school readiness. The study aimed to answer four research questions: (1) Do parents perceptions of school readiness influence childhood prosocial outcomes? (2) Are there differences between teachers and parents' views of school readiness? (3) What school readiness skills do teachers and parents view as most necessary to succeed in kindergarten? and (4) Do teachers differ in their perceptions of school readiness? Parents rated all domains of school readiness significantly higher than teachers. These findings suggest that teachers and parents hold different beliefs regarding the overall importance of school readiness skills. Among teachers, level of education and years of teaching experience did not impact teachers' perceptions of school readiness. Teachers and parents agreed that having basic needs met were imperative to a child's readiness for kindergarten.

Keywords: teacher perceptions, school readiness, school-entry skills, parent views, attitudes, prosocial outcomes

CHAPTER ONE

Literature Review

Examining school readiness is an important topic as it sets the pace for later academic attainment. Canadian longitudinal studies have found that school readiness (i.e., preparedness for meeting the academic and social-emotional expectation of school) is linked to later reading achievement, attentional skills, and mathematics skills (Duncan et al., 2007; Romano, Babchishin, Pagani, & Kohen, 2010). The early learning years lay a critical foundation for later developmental trajectories. Past research has reported that one in three children enter kindergarten without the necessary skills to succeed (National Center for Education Statistics, 2006). Gaps in readiness upon school entry persist across the transition to formal academic settings (Ferguson, Bovaird, & Mueller, 2007). It is important to think about the gaps in readiness and what this means for children and their future successes. A child's readiness for school is impacted by a variety of factors. For example, Magnuson and Waldfogel (2005) linked socioeconomic status (SES) to large disparities in children's pre-academic skills. Do teachers' and parents' perceptions of school readiness further widen these preexisting gaps?

Beginning school is an important milestone, but, the transition from home or preschool to kindergarten can be challenging for teachers, parents, and children. Children must adjust to formal academic instruction with new demands and expectations. The demands from home and preschool often differ from those presented in kindergarten. For example, kindergarten requires entering children to possess a certain degree a regulatory maturity to follow rules, listen, learn, and create positive relationships with others. Despite being chronologically eligible for kindergarten, children may not be ready to enter a formal academic setting. Because kindergarten teachers and parents are important

to children's successful transition to school, it is critical to understand their expectations about what skills, behaviours, and attributes they believe are necessary for school outcomes as those expectations can profoundly impact teaching practices and children's school success. A successful transition not only has immense benefits on academic and social performance in the first year or school but also on later academic achievement (Belsky & MacKinnon, 1994).

The National Center for Education Statistics collected information on over 20,000 children who attended kindergarten. Using these datasets, Vandivere, Pitzer, Halle, and Hair (2004) found that children in the United States made gains in school readiness within the first year of schooling, even after controlling for ethnicity and socioeconomic status (Vandivere, Pitzer, Halle & Hair, 2004). Although a sizeable portion of children made gains in math, reading, social skills, and general knowledge, numerous children who entered school unprepared did not catch up to these peers in later grades. Children included in this group were ethnic minorities, had a physical disability, had parents who spoke little English, or came from families facing economic constraints. Adverse family factors affect language, social, and cognitive skills. Longitudinal research has shown that families experiencing higher levels of poverty are, on average, less sensitive parents; which is associated with higher cortisol levels and poorer executive functions in children (Blair et al., 2011). Newton, Laible, Carlo, Steele, and McGinley (2014) examined the relationship between parental sensitivity and children’s prosocial behaviour. They found a bidirectional relationship purporting that maternal sensitivity in early childhood predicted greater prosocial behaviour in their children in third grade. This research raises further questions such as the importance of childhood experiences prior to school entry,

what are the best ways to promote school readiness, and how to facilitate the transition to kindergarten. In the future, more research is needed on teachers' and parents' perceptions of school readiness and transition beliefs to ensure a collaborative readiness process. For example, teachers and parents may have different views regarding the characteristics that make a child "ready for school".

Critical to the structure of the kindergarten curriculum is beliefs about which elements of school readiness are viewed as most important . Beliefs about school readiness not only influence curriculum choice but are believed to be associated with the quality of teacher-child relations and the quality of instruction (Stipek & Byler 1997; Vartuli 1999). The opposite may also be true for teachers, curriculum outcomes may shape teachers' perceptions of school readiness and which skills are most important for school entry. For example, a curriculum outcome may state that a student must be able to recite the alphabet by the end of kindergarten, therefore, a teacher would likely not rate that skills a key component of school readiness. Thus, understanding how teachers' and parents perceive school readiness is important for understanding variations in educational outcomes. In past literature, researchers have found that teachers hold a wide range of beliefs about what skills children need to have upon school entry and these belief systems vary across professions. For example, early childhood educators' (ECE) and kindergarten teachers vary in their views of the skills necessary for school. ECE's believed that knowledge was fundamental to school readiness while kindergarten teachers more often emphasized appropriate school behaviour (Lin, Lawrence, & Gorrell, 2003; Piotrkowski, Botsko, & Matthews, 2000).

School Readiness Defined

There has been much interest in the construct of school readiness. At a basic level, school readiness refers to a child's preparedness for school entry and their ability to successfully adapt to a new learning environment and possessing the skills, knowledge, and attitudes necessary for success in school and for later learning (Pianta & Kraft-Sayre, 2003). No readily agreed upon definition of school readiness exists; however, it influences many decisions that parents and school make for children. Due to this lack of consensus, parents, teachers, and stakeholders may have different views on school readiness. Based on decades of research, stakeholders, such as the National Education Goals Panel (NEGP, 1997), have defined school readiness as a multidimensional concept that can be organized into five core domains of child development and early learning: (a) physical well-being and motor development include physical development skills (e.g., physical fitness, rate of growth) and physical abilities (e.g., holding a pencil, motor coordination). A strong body of literature has linked maternal and child health such as physical activity to later academic achievement (see Trudeau & Shephard, 2008); (b) social and emotional development includes the ability to form friendships, follow rules, work with others, cooperate with others, and control one's behaviour. This domain serves as a foundation for later relationships. Positive and emotionally supportive relationships strengthen children's social and emotional competencies, which are considered essential for school readiness (Brophy-Herb, Zajicek-Farber, Bocknek, McKelvey, & Stansbury, 2013); (c) approaches to learning such as openness, curiosity, and temperament; (d) language development includes verbal language (e.g., listening, speaking) and emerging literacy (e.g., print awareness, story sense); and (e) cognition and general knowledge that

includes mathematical knowledge, problem-solving, and representational thought. Once children acquire these skills, they are considered ready and mature for school.

The main aim of readiness is to provide children with a smooth transition to kindergarten. Each domain of school readiness plays a unique role in the readiness process and is influenced by multiple factors. Not only it is essential to look at how environmental factors affect children's readiness for school, but it is also important to look at how these elements are embedded in children's interaction. Intergenerational risks as well as parenting factors also advantage or disadvantage children (Wei, Dilworth-Bart, Miller, & Liesen, 2018). For example, children living in poverty tend to start school at a disadvantage in terms of their health, and early academic behaviours. As noted above, school readiness does not just include pre-academic skills such as counting and naming colours; it is much broader and more complex. It contains all the experiences children have encountered up until school entry, the number of resources available to support child-care and parenting, and other factors in the environment. Downer and Pianta (2006) reported that children's social and emotional competencies during the transition to kindergarten were linked to academic and peer outcomes in early adulthood. Survey data from the National Center for Education Statistics found that kindergarten teachers rated children's regulatory readiness for school as essential and more important than academic aspects of school readiness such as counting or knowing the alphabet (West, Hausken, & Collins, 1993). The next section examines teachers' beliefs about readiness and what they consider to be important as children begin school for the first time.

Teachers Perceptions of Readiness

Kindergarten teachers noted that over half the children who entered their

classrooms lacked the necessary abilities that would allow them to function productively in kindergarten (Rimm-Kaufman, Pianta, & Cox, 2000). Rimm-Kaufman, Pianta, and Cox (2000) revealed that over one-third of the teachers in their sample reported half their students had difficulty following directions, and trouble working independently. Furthermore, the Offord Centre for Child Studies (2015) reported that 25.5 percent of children in Nova Scotia are vulnerable on two or more core domains of school readiness as measured by the Early Development Instrument (EDI).

Kindergarten teachers' judgments of school readiness reflect their expectations for children and what it means for children to have a smooth transition to kindergarten. Moreover, teachers' beliefs about students' readiness impact their curriculum choices and how they help children experiencing challenges upon school entry (Hamre & Pianta, 2001). Many personal attributes such as background, gender, age, and educational level of education influence teachers' perceptions of school readiness. Using data from the Early Childhood Longitudinal Study, Lin, Lawrence, and Gorrell (2003) revealed that female teachers believed the social aspects of learning were a major aspect of readiness compared to their male counterparts. Additionally, older teachers emphasized the importance of social-emotional skills for school readiness, whereas younger teachers valued academic skills.

Heaviside and Farris (1993) examined 1,339 kindergarten teachers' view on school readiness and revealed that very few public kindergarten school teachers consider specific skills such as counting to ten or knowing the alphabet critical for school entry. Instead, over 75 percent of teachers reported that the top three readiness skills were: (1) being physically healthy, rested, and well-nourished, (2) being able to communicate

thoughts and needs in words, and (3) being enthusiastic and curious of new learning opportunities. Moreover, over half of the respondents indicated that readiness included being sensitive to others' feelings, being able to take turns, sharing with others, and not being disruptive. Other studies have reported similar findings, Abu Taleb (2013) found that teachers expected children to have higher levels of school readiness skills in physical, self-care, and language to succeed in kindergarten compared to cognitive, reading, and writing skills. Moreover, Lin, Lawrence, and Gorrell (2003) reported that kindergarten teachers emphasized the social aspects of learning, such as working cooperatively. Sahin, Sak, and Tuncer (2013) found that preschool and first-grade teachers believed that the family was the most effective person in the readiness process. As indicated by Sahin and colleagues (2013), teachers hold beliefs around family practices that contribute to school readiness. Additional research by West, Hausken, and Collins (1993) shows that teachers universally agree that parents should play counting games and regularly read with their children.

Parents and School Readiness

Like teachers, parents hold a range of beliefs about what attributes their children will need to succeed in kindergarten. Harradine & Clifford (1996) compared school readiness beliefs held by parents, preschool, and kindergarten teachers. In their study, participants were asked to rank which characteristics of school readiness they viewed as most important for kindergarten. All groups ranked being healthy, able to communicate, and having a positive approach to learning as the most important skills to have upon school entry. School readiness skills related to cognition and academics (e.g., problem-solving, counting to 20, writing one's name) were found to rank near the bottom of the

list of necessary kindergarten skills. Contrary to these findings, West, Hausken, and Collins (1993) revealed that parents reported that knowing the letters of the alphabet, being able to count to 20 or more, and using pencils were rated as very important or essential for entry to kindergarten.

Researchers have shown that multiple factors impact parental views of school readiness, for example, West, Hausken, and Collins (1993) reported that educational attainment influences beliefs. Parents with less formal education were more likely to endorse sitting still, paying attention, counting, and knowing the alphabet as being essential for school entry compared to parents with higher formal education. In a more recent study, Barbarin et al. (2008) examined parents' perceptions of school readiness and demographic characteristics. Researchers found no association between parents' level of education and parents perceptions of school readiness. Interestingly, significant differences in views emerged among parental employment status, with employed parents placing greater importance on school readiness than unemployed parents.

Barbarin and colleagues (2008) also investigated child outcomes and parents' school readiness beliefs. They found that conceptions of school readiness correlated with child outcomes. For example, parents who placed greater emphasis on school readiness items related to higher level thinking had children with greater knowledge of letters, larger vocabularies, and higher phonemic awareness skills. Parents attitudes, values, and beliefs about schooling influence children's early outcomes during the transition to school (Wei, Dilworth-Bart, Miller & Liesen, 2018; Puccioni, 2015; Taylor, Clayton, & Rowley, 2004). Parents' past school experiences have shown to influence reading readiness, with parents having had positive school experiences believing that their child's

school success is not only dependent on their contribution but that it is a collaborative process (Wei, Dilworth-Bart, Miller & Liesen, 2018). Parents who emphasize the importance of school readiness provided their children with more informal and formal learning opportunities and reported engaging in more transition practices such as talking with their child's teacher on the phone before starting kindergarten (Puccioni, 2015). Cook and Coley (2017) found that the use of transition activities by kindergarten teachers (e.g., inviting parents to the school for orientation before the start of the school year) predicted enhanced prosocial skills, but was not associated with positive adjustment, attention skills, or reading and math scores in kindergarten. With that in mind, parents understanding of school readiness is critical as research shows that parents determine when their child is ready to begin school (Diamond, Reagan, & Bandyk, 2000).

Parent involvement in education has been shown to decrease rates of problem behaviours upon entry to kindergarten and play a significant role in academic success (Gonzalez-DeHass, Willems, & Holbein, 2005; Kingston, Huang, Calzada, Dawson-McClure, & Brotman, 2013). Moreover, Ferretti and Bub (2017) investigated the impact of family routines on kindergarten readiness. Family routines in preschool (e.g., meals as a family, meals at a regular time, bedtime routine, reading routine) predicted higher reading, math, and health scores in kindergarten. Kindergarten teachers reported less inattention and conduct problems and greater prosocial behaviours in children with higher family routines (Ferretti & Bub, 2017). This research highlights the importance of family routines to support children transitioning to a formal academic setting. Supportive parenting and positive family interactions during the early years lead to better socioemotional outcomes. All children arrive at school with behaviours and skills learned

in early childhood. The behaviours and skills that children acquire through early childhood experiences can help or hinder the transition to kindergarten. The question becomes which skills do children need to carry over from the home environment to an academic setting?

Preschool Prosocial Behaviours

Parents also play a vital role in socializing their children in early childhood. These early socialization experiences influence various school readiness domains. It is likely that parents who perceive the social and emotional aspects of school readiness as the most important determinants of readiness will also rate their child as more prosocial. Typically, children's first friendships are established during early childhood. The acquisition of prosocial behaviours such as sharing, helping, comforting and cooperation relates to school engagement and later academic achievement (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000). Using data from a nationwide Canadian survey, Romano, Babchishin, Pagani, and Kohen (2010) revealed that mother-reported kindergarten prosocial behaviour significantly predicted third-grade reading and math skills. Their findings support the importance of socioemotional behaviours as indicators of later school success. When considering prosocial behaviours as indicators of school readiness, it is important to investigate the amount of agreement between parents and teachers on prosocial behaviours. There is large consistency between parent and teacher ratings of prosocial and antisocial behaviours, however, there are discrepancies which emerge (Veenstra et al., 2008). Veenstra et al. (2008) concluded that judgements related to prosocial behaviours are context-dependent. For example, peer relations and academic

performance served as indicators of prosocial behaviour for teachers whereas judgements of prosocial or antisocial for parents were related to parental stress.

Bierman, Torres, Domitrovich, Welsh and Gest (2009) found that preschool prosocial behaviours are important in the school context and correlate highly with classroom participation. Lower levels of prosocial play in preschool are linked to difficulties in peer relationships and adjustment across the transition from preschool to kindergarten (Bierman, Torres, Domitrovich, Welsh, & Gest, 2009). Bierman and colleagues (2009) noted that patterns among children with deficits in prosocial skills, such as lower vocabulary and executive functioning, lower classroom participation, and less academic knowledge which may serve as risk factors for school readiness. Various studies have found that children with higher prosocial skills develop more positive peer and teacher relationships, display more positive classroom behaviours, have higher self-regulation, and lower negative emotionality than children with lower prosocial skills (for review, see Bo-Liang & Lei, 2003).

Prosocial behaviours may contribute to academic success by supporting the development of cognitive and academic skills. For example, high prosocial behaviours may help foster positive child-teacher relationships which enhance learning experiences such as being exposed to richer language and social exchanges and more opportunities to participate in shared activities. Positive child engagement with peers predicts school readiness above classroom quality (Sabol, Bohlmann, & Downer, 2018).

CHAPTER TWO

The Present Study

There is a substantial body of literature investigating how parents' understanding of school readiness and their beliefs about the importance of academic skills shape how they prepare their children for school and their readying practices (see Puccioni, 2015). The current study examined teachers' and parents' perceptions of school readiness and child prosocial aspects. The researcher examined which areas of school readiness they view as most important and if parents' perceptions influence child outcomes related to child prosocial behaviours such as helping, sharing, and cooperation. A review of the literature raised some important questions concerning successful school transitions and how early prosocial behaviours predict later academic achievement and peer interaction better than early academic outcomes (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000). The consistency of teachers' and parents' views of kindergarten readiness is critical for a positive and smooth transition to school. Effective and successful transitions include cooperation and collaboration among all involved (Pianta & Kraft-Sayre, 2003). A starting point in this process is recognizing that differences in expectation and attitudes may exist within these relationships. School and stakeholders may see issues of school readiness differently than parents as there are multiple definitions of school readiness. For example, age becomes a means for which schools decide when children start school, however, parents may be more concerned about their child's social abilities and teachers more focused on emerging literacy and following rules. To my knowledge, no studies have quantitively investigated parent and teacher views of school readiness and its relationship to child prosocial outcomes.

There are four main objectives to the current study. First, the present study sought to investigate if parents' views of school readiness impacted child outcomes, more specifically childhood prosocial behaviours. Perceptions of readiness may serve as a mediating factor for later academic achievement. For example, how parents and teachers perceive school readiness may influence parenting practices or how kindergarten teachers teach. To help answer this question, I examined if parent perceptions of school readiness are related to their child's prosocial behaviours, as reported by parents. It was hypothesized that parents who highly endorse the social-emotional domain of school readiness would also rate their children higher on a scale of prosocial behaviour. It was believed that parents perceived importance of social-emotional abilities would translate into parenting practices that foster social-emotional skills in their own children.

The second objective was to compare teachers' and parents' beliefs on each domain of school readiness as proposed by the National Education Goals Panel (NEGP, 1997). The third objective was to identify which skills teachers' and parents viewed as most important for a successful transition to kindergarten. Researchers have examined school readiness beliefs among kindergarten teachers and parents individually (e.g., Diamond, Reagan, & Bandyk, 2000; Heaviside, Farris, 1993), but there have not been any studies which directly compare teachers and parents based on their perceived importance of readiness domains. Interestingly, researchers have investigated views of school readiness between early childhood educators and teachers (Sahin, Sak, & Tuncer, 2013). It is hypothesized teachers and parents would differ in their beliefs regarding school readiness and that parents would place more importance on the academic domains of school readiness compared to teachers.

The fourth and final objective was to identify any differences in teachers' perceptions based on their level of education and years of teaching experience. As evidenced by past research, multiple factors influence teachers' school readiness expectations (e.g., Lin, Lawrence, & Gorrell, 2003). My study sought to answer the following questions:

(1) Do parents' perceptions of school readiness and transition practices impact their children's prosocial behaviours?

(2) Are there differences between teachers and parents' views of school readiness?

(3) What school readiness skills do teachers and parents view as most necessary to succeed in kindergarten?

(4) Do teachers differ in their perceptions of school readiness?

Method

Participants

Participants in this study included primary teachers and parents. It is noted that Nova Scotians refer to "*kindergarten"* as "*primary"*; these terms will be used interchangeably throughout this paper. Teachers were recruited via an email which was sent randomly to several primary teachers working in Nova Scotia. Among the 53 primary teachers who participated, a total of 49 completed the entire survey; another 7.5% started the survey but did not complete at least 50% of it (the data from these teachers are excluded in the analyses below). All primary teachers identified as females and predominately Caucasian (94.3%) but varied in age. Parents were recruited from various daycare sites in South West Nova Scotia. Eight parents between the ages of 30

and 49 years with children preschool children (*M* = 4 years, 5 months old) volunteered to participate.

Measures

Perceptions of School Readiness Questionnaire. Teachers and parents completed a 68-item questionnaire assessing their views of school readiness on five core domains. The principal investigator used a modified version of the Kindergarten Teacher Survey on Student Readiness (Heaviside & Farris, 1993) which can be found in Appendix A. The measure was divided into three main sections. First, participants completed a background section. This was used to collect basic demographic information about participants including age range, level of education, ethnicity, and sex. Second, the school readiness questionnaire section (e.g., beliefs of readiness, the perceived importance of readiness domains, and transition practices) which is a quantitative measure of school readiness and comprised of 46-items. This section included items related to beliefs of school readiness (e.g., is physically healthy, rested, and well-nourished) where participants rated items on a five-point scale (from 1 = *not at all important* to 5 = *essential*) based on their perceived importance and also included items related to transition practice (e.g., visited the chosen school) rated on a four-point rating scale (from 1= *not desirable* to 4 = *extremely desirable*). In the current sample, the scale had good internal reliability (α = .95). Items were coded on one of the five core domains of school readiness (see Appendix B). Total scores were calculated for each domain of school readiness, including scores for *Physical Health and Well-Being* (eight items; α = .64), *Social and Emotional Development* (fourteen items, α = .85), *Approaches to Learning* (five items, α = .75), *Language Development and Emerging Literacy* (eleven

items, α = .71), and *Cognition and General Knowledge* (eight items, α = .85). The third section of the questionnaire included a list of summary statements relating to school readiness (e.g., attending preschool is very important for success in kindergarten) that participants rated on a five-point rating scale (from 1 = *strongly disagree* to 5 = *strongly agree*).

Strengths and Difficulties Questionnaire (SDQ). The strengths and difficulties questionnaire (SDQ; Goodman 1997) was used to examine the relationship between parents' views of school readiness domains and their child's prosocial behaviours (Appendix C). The SDQ is a brief behavioural questionnaire that assesses positive and negative attributes (Goodman, 1997, 2001). This questionnaire has been used in low-, middle, and high-coming settings around the world (α = .82). It can be completed by parents and teachers of children aged 3 to 16 and consists of 25 items divided into five scales (i.e., emotional symptoms, conduct problems, hyperactivity/inattention, peer relationships and prosocial behaviours). Parents were asked to report on their child's behaviour over the last six months (e.g., helpful if someone is hurt, upset or feeling ill, considerate of other people's feelings). For this study, the researcher only used the parent-report questionnaire. All items are rated on a three-point rating scale (from 0 = *not true* to 2 = *certainly true*). Three scores were calculated: an internalizing score was calculated using the sum of the emotional problems scale and peer problems scale, an externalizing score was calculating using the sum of the conduct problems scale and hyperactivity scale, and lastly a prosocial from the remaining items. Goodman, Lamping and Ploubidis (2010) suggest using the broader internalizing (α = .82) and externalizing (α = .94) SDQ scales for analyses in low-risk samples.

Procedure

Prior to beginning recruitment and data collection, ethical clearance was obtained from the Mount Saint Vincent University Research Ethics Board. Primary teachers were randomly selected from across the province and recruited by email by the principal investigator. The email invited primary teachers to participate in the study and included a link to complete the online questionnaire (See Appendix D). The principal investigator also sent a one-week reminder email to those randomly selected who had not completed the online questionnaire which can be found in Appendix E. Regarding parent participation, permission was obtained from daycare directors prior to recruiting parents with children between the ages of 3 and 5. A flyer inviting parents to participate was posted up in the daycares and shared via the daycares' social media accounts (see Appendix F). If parents/guardians indicated that they were interested in participating, a consent form and the questionnaires were sent home with the child and parents/guardians were asked to return the documents in the sealed envelope provided to the daycare director within a two-week period. Parents/guardians were also given the option to provide verbal consent. It was provided as an option in the event that parents had limited literacy skill and was deemed to be a more appropriate method of ensuring that parents understood the nature of the study. If verbal consent was given, a detailed note, including the date of the conversation, was written on the consent form. Teacher and parent consent forms can be found in Appendix G and H. Following completion of the study, teachers and parents were entered into separate draws to win a $25 gift card to a local bookstore.

Results

Participant Demographics

Teachers in the sample had, on average, 14.51 years of teaching experience (*SD* = 8.78, range: 2 to 36 years) and had taught grade primary, on average, 8.53 years (*SD* = 7.28, range: 1 to 33 years). Twenty-nine teachers indicated that they held a bachelor's degree in education (54.7%) and twenty-three indicated they had one or more master's degree in education (43.4%). The sample varied in age, with nineteen teachers (35.8%) between 40 and 49 years, fifteen (28.3%) between 30 and 39 years, eleven (20.8%) between 50 and 59 years, seven (13.2%) between 20 and 29 years, and one (1.9%) indicating they were 60 years old or older. Among the eight parents who participated in this study, all identified as female. The women who participated were predominately Caucasian (62.5%); the remaining participants identified as African Canadian/Black (12.5%), First Nation/Aboriginal (12.5%), and Asian Canadian/Asian/Pacific Islander (12.5%). Six participants (75%) were in some form of committed partnership (i.e., either married or common-law) and two participants (25%) were single parents that had never been married. Participants indicated that they had either a college degree (*n* = 5, 62.5%), a bachelor's degree (*n* = 2, 25%), or a master's degree (*n* = 1, 12.5%). Family's income ranged from $20,000 to $124,999, with half reporting an annual income between $50,000 and $74,999 (*n* = 3, 50% of 6 reporting). Children ranged from three to five years old (*M* = 4 years, 5 months old).

Descriptive Statistics

Descriptive statistics for all domains of school readiness are reported in Table 1. Information on the parent-report measure of prosocial, internalizing, and externalizing

Table 1

Means (M), Standard Deviations (SD), and Ranges of School Readiness Domains and Parent-Report Measure

	M	*SD*	Range
School Readiness Domains			
Physical Well-Being and Motor Development	3.54	.43	2.38 to 4.63
Social and Emotional Development	3.44	.41	2.07 to 4.50
Approaches to Learning	3.75	.46	1.80 to 4.60
Language Development and Emerging Literacy	3.39	.46	1.91 to 4.27
Cognition and General Knowledge	2.75	.61	1.38 to 4.25
Parent Report Measure			
Prosocial Behaviour Scale	1.88	.15	1.60 to 2.00
Internalizing Behaviour Scale	.31	.30	0.00 to 1.00
Externalizing Behaviour Scale	.41	.53	0.00 to 1.40

behaviours are also included in Table 1. All children fell within the average range on the prosocial behaviour scale, however, a wider range of scores were reported on the internalizing and externalizing scales. Correlations for the sample were calculated for the five domains of school readiness. There were significant positive bivariate correlations between all domains of school readiness which ranged from moderate (r =.44; physical well-being/motor development and language development/emerging literacy) to large (r = .75; physical well-being/motor development and cognition/general knowledge). As part of the study, participants had the opportunity to provide qualitative comments at the end of the study. Several teachers provided excellent additional information: a summary of these comments can be found below.

Parent Views of Readiness and Preschooler's Prosocial Behaviour

A series of correlations were conducted to test Hypothesis 1, that parent perceptions of school readiness and transition practices would impact their children's prosocial behaviours. More specifically, parents who highly endorsed social-emotional aspects of school readiness would be associated with higher parent-report prosocial scores. Pearson r and significant values of the relationships are presented in Table 2 (r's from -.74 to .85). Domains of school readiness were not significantly correlated with a parent-report measure of children's externalizing, internalizing, and prosocial behaviours scales. As expected, there was a strong negative correlation between parents scores on the externalizing behaviour scale and the prosocial scale, r (8) = -.74, p = .04. For parents, among the domains of school readiness, the strongest relationship was between the physical well-being/motor development domain and language development/emerging literacy (r = .85, p > .01).

Table 2

Parent Intercorrelations among School Readiness Domains and Parent-Report Measure

	1	2	3	4	5	6	7	8
School Readiness Domains								
1. Physical Well-Being and Motor Development	-	.71*	.62	.85**	.61	-.20	.06	.31
2. Social and Emotional Development		-	.82*	.82*	.84**	.19	-.19	-.08
3. Approaches to Learning			-	.60	.55	.37	.14	-.36
4. Language Development and Emerging Literacy				-	.75*	-.13	.07	.33
5. Cognition and General Knowledge					-	-.16	-.36	.33
Parent-Report Measure (SDQ)								
6. Prosocial Behaviour Scale						-	.10	-.74*
7. Internalizing Behaviour Scale							-	.04
8. Externalizing Behaviour Scale								-

Note: SQD = Strengths and Difficulties Questionnaire. *$p < .05$. **$p < .01$.

Differences in Perceptions Between Teachers and Parents

A series of independent samples (N = 57) t-tests were run to test for differences among teachers and parents on each domain of school readiness. Hypothesis 2 suggested that parents (n = 8) would have higher overall scores on the academic domains (i.e., language development and emerging literacy, cognitive and general knowledge) compared to teachers (n = 49). To test this hypothesis, questionnaire items were coded to correspond to one of the five domains of school readiness. As shown in Table 3, parents rated items on all domains of school readiness higher than teachers, four of which were significant (all ps < .05). Overall, teachers had lower scores on all domains of school readiness compared to parents. Therefore, the hypothesis that parents would highly endorse academic domains of school readiness was supported.

Skills Viewed as Most Necessary for Success for School Entry

As shown in Table 4, there was a high degree of agreement among teachers and parents on which skills were considered most necessary for beginning school. Participants were asked to rank items based on importance (i.e., *most important, second most important, third most important)*. Highly endorsed items among parents and teachers included: “Is physically healthy, rested, and well-nourished”, “Communicates needs, wants, and thoughts verbally in child’s primary language”, and ¨Participates appropriately in large groups of children”. The characteristic considered the most important for success upon school entry for teachers (34%) and parents (42%) was “Is physically healthy, rest, and well-nourished”. There was disagreement among teachers and parents on the second most important characteristic. Teachers (36.2%) indicated being able to communicate needs, wants, and thoughts to be the second most important

Table 3

Comparison of Teachers versus Parents on Domains of School Readiness

Variable	Teachers		Parents			
	M	*SD*	*M*	*SD*	*t*	Cohen's *d*
Physical Well-Being and Motor Development	3.44	.35	4.17	.26	-5.64***	2.37
Social and Emotional Development	3.39	.38	3.79	.40	-2.76**	1.03
Approaches to Learning	3.72	.46	3.92	.43	-1.14	0.45
Language Development and Emerging Literacy	3.33	.44	3.74	.43	-2.47*	0.94
Cognition and General Knowledge	2.61	.51	3.61	.40	-5.28***	2.18

Note. Degrees of freedom adjusted for unequal variances where appropriate.
$^{*}p < .05$. $^{**}p < .01$. $^{***}p < .001$

Table 4

Percentages of Items Most Frequently Endorsed by Teachers and Parents

Items	Teachers (n = 47)		Parents (n = 7)	
	n	*%*	*n*	*%*
Most Important				
Participates appropriately in large groups of children (AtoL)	5	10.6%	0	0
Is physically healthy, rested, and well-nourished (PhWB)	16	34.0%	3	42.9%
Has been immunized (PhWB)	2	4.3%	2	28.6%
Can follow directions from adults other than parents/guardians (SED)	5	10.6%	2	28.6%
Communicates needs, wants, and thoughts verbally in child's primary language (LL)	3	3.4%	0	0
Is enthusiastic and curious in approaching new activities (AtoL)	5	10.6%	0	0
Separates well from parents/guardians (SED)	3	3.4%	0	0
Second Most Important				
Participates appropriately in large groups of children (SED)	4	8.5%	1	14.3%
Can eat lunch without assistance (PhWB)	1	2.1%	1	14.3%
Is physically healthy, rested, and well-nourished (PhWB)	6	12.8%	1	14.3%
Has been immunized (PhWB)	0	0	1	14.3%
Can follow directions from adults other than parents/guardians (SED)	8	17.0%	2	28.6%
Communicates needs, wants, and thoughts verbally in child's primary language (LL)	17	36.2%	1	14.3%
Third Most Important				
The child talks positively about school (AtoL)	0	0	1	14.3%
Participates appropriately in large groups of children (AtoL)	6	12.8%	1	14.3%
Understands the need for personal hygiene (PhWB)	2	4.3%	1	14.3%
Can follow directions from adults other than parents/guardians (SED)	6	12.8%	0	0
Communicates needs, wants, and thoughts verbally in child's primary language (LL)	6	12.8%	3	42.9%
Is enthusiastic and curious in approaching new activities (AtoL)	4	8.5%	0	0
Has problem-solving skills (CGK)	2	4.3%	1	14.3%

Note. PhWb = Physical Well-Being and Motor Development; SED = Social and Emotional Development; AtoL = Approaches to Learning; LL = Language Development and Emerging Literacy; CGK = Cognition and General Knowledge.

characteristic compared to parents (28.6%), who most often indicated that following directions from adults other than parents/guardians was the second most important characteristic. Lastly, for the third most important characteristic, teachers' responses varied, with 12.8% selecting either "Participates appropriately in large groups of children", "Can follow directions from adults other than parents/guardians" or "Communicates needs, wants, and thoughts verbally in child's primary language". There was a higher proportion of agreement among parents, with 42.9% reporting that the third most important characteristic viewed as necessary for success in kindergarten was being able to communicate needs, wants, and thoughts.

Comparison of School Readiness Domains Among Teachers

It was predicted that the level of education and years of teaching experience would impact teachers' perceptions of school readiness. A series of independent samples t-tests comparing primary teachers with bachelors (n = 29) and masters (n = 23) degrees were conducted to test this hypothesis. Table 5 shows a non-significant trend (p = .06) for the social-emotional domain of school readiness, with primary teachers holding only a bachelor's degree rating social-emotional items higher than those with a master's degree. Age and years of teaching experience were also taken into consideration and was unrelated to all dependent measures (all ps > .05).

Table 5

Comparison of Primary Teachers Level of Education on Domains of School Readiness

Variable	Bachelor's Degree		Master's Degree			
	M	*SD*	*M*	*SD*	*t*	Cohen's *d*
Physical Well-Being and Motor Development	3.50	.35	3.37	.36	1.28	0.36
Social and Emotional Development	3.49	.38	3.28	.38	1.96†	0.55
Approaches to Learning	3.81	.44	3.65	.49	1.21	0.34
Language Development and Emerging Literacy	3.32	.49	3.36	.38	-.26	0.09
Cognition and General Knowledge	2.63	.56	2.60	.45	.18	0.06

Note. Degrees of freedom adjusted for unequal variances where appropriate.
$^{\dagger}p < .10$. $^{*}p < .05$

Teacher Qualitative Data

A review of the qualitative data collected revealed several different themes. A prominent theme was that school readiness should not be judged based on age. Teachers expressed that the youngest students are often at a disadvantage as the current curriculum is not developmentally appropriate and does not reflect children's readiness for school; school readiness should be individually assessed. Some teachers noted that academics such as knowledge of the alphabet should not be a factor in assessing readiness and that more emphasis should be placed on social-emotional development in the early year's curriculum. Teachers readily stated that being able to appropriately interact with others, follow directions, a listen to adults were critical for a smooth transition to school. Additionally, a common topic was how parents should be accountable for their child's learning from birth. When children have their basic needs met such as physical safety, food, shelter, emotional security, social skills, and parental support, they are likely to thrive once beginning school. Teachers mentioned that they felt it was their responsibility to foster positive classroom environments in which their students feel comfortable taking risks and making mistakes. Another theme that emerged was that primary teachers wished more supports in place such as mental health professionals to support them and their students with transitions, especially students who enter school with pre-identified challenges.

Discussion

The present study investigated teachers' and parents' views of school readiness and if parents' attitudes towards school readiness impacted their children's prosocial behaviours. The goal of this study was to add to the existing literature on school readiness

and investigate the consensus among parents' and primary teachers' beliefs of school readiness. All domains of school readiness examined in this thesis were significantly related. The first hypothesis was not supported; it was predicted that parents perceived importance of social-emotional items would be related to higher ratings of prosocial behaviours, however, children's prosocial behaviours as reported by parents were not significantly related to any domain of school readiness. Although not statistically significant, there was a moderate positive correlation between children's prosocial behaviours and parents' perception of approaches to learning as relating to school readiness, but not with any other domain.

One explanation for the absence of hypothesized relations may be due to little variability among parents when reporting prosocial behaviours. In the current sample, all parents rated their children as highly prosocial. When considering prosocial behaviours an indicator of school readiness, Veenstra et al. (2008) concluded that judgements related to prosocial behaviours are context-dependent. For example, peer relations and academic performance served as indicators of prosocial behaviour for teachers whereas parental judgements of prosocial behaviours were related to their child being problematic at home (Veenstra et al., 2008). Teachers may provide important information when characterizing children's prosocial behaviours as relating to school readiness; this may explain the lack of significance between the parent-report measure of prosocial behaviour and domains of school readiness. Preschool prosocial behaviours as reported by teachers have been shown to correlate highly with classroom participation (Bierman, Torres, Domitrovich, Welsh & Gest, 2009). Bierman, Torres, Domitrovich, Welsh and Gest (2009) found that high prosocial behaviours help foster positive child-teacher relationships which enhance

learning experiences such as being exposed to richer language and social exchanges and more opportunities to participate in shared activities. As expected, higher rates of prosocial behaviours were linked to lower externalizing behaviours reported among children. Externalizing behaviours are behaviours which are directed outwards towards others that can include aggressive, hyperactive, and disruptive behaviours. This finding is supported by past research, using the SDQ as a measure of prosocial behaviour, Flouri and Sarmadi (2016) tracked the trajectories of prosocial behaviour and internalizing and externalizing problems at various age points. They found that children with prosocial scores had lower externalizing problems at the beginning of kindergarten, irrespective of if they lived in disadvantaged neighbourhoods or their school-level achievement (Flouri & Sarmadi, 2016). Moreover, high levels of prosocial behaviours have been found to be related to more positive classroom behaviours, higher self-regulation, and more positive teacher and peer relationships (Bierman, Torres, Domitrovich, Welsh, & Gest, 2009; Bo-Liang & Lei, 2003).

The second and third hypotheses predicted that parents would rate academic domains as more important than teachers and would differ on the skills they viewed as most necessary for success before beginning school. Hypothesis 2 was supported; the findings indicated that teachers and parents differed significantly on all domains on school readiness, with parents scoring higher overall on all domains of school readiness. The results suggest that overall parents placed more emphasis on school readiness than teachers. Parents highly endorsed many items, rating them as "*essential*" for school readiness. These differences remained significant, even after controlling for teaching experience and age. Other studies investigating parents' views of school readiness have

yielded similar results (Diamond, Reagan, & Bandyk, 2000; Piotrkowski, Botsko, & Matthews, 2000). For example, Diamond, Reagan, and Bandyk (2000) compared parents' and teachers' views of children's school readiness in a high-need community and observed that parents held similar beliefs regarding school readiness with mean readiness ratings close to 4 (i.e., *very important*) which did not differ by ethnicity or parents' level of education. Like the current study's findings, Diamond, Reagan, and Bandyk (2000) observed that parents, on average, rated all readiness domains higher than both preschool and kindergarten teachers.

Even with multiple years of research and the National Educational Goals Panel (1997) defining school readiness, the existing research literature has not universally adopted a definition of school readiness. This lack of uniformity supports the variability in beliefs of school readiness. Lower teacher scores on all school readiness domains could be a result of their educational background. Teachers' and parents' scores differed most on the physical well-being and motor development domain (d = 2.37) of school readiness followed by the cognition and general knowledge domain (d = 2.18). Teachers may have different markers for readiness and a successful transition than parents. For instance, teachers may feel as though it is their job to teach academic thus rating it as less important than parents. Additionally, as one teacher in the study noted, students who are not considered ready for school can still be successful under the right conditions such as providing a safe space for students and having a positive attitude towards school.

Although there were differences among teachers' and parents' views, there were also similarities. Teachers and parents highly endorsed having basic needs met (i.e., is physically healthy, rested, and well-nourished) as the key factor for a child's readiness

for kindergarten. This finding is consistent with earlier studies on teachers' and parents' beliefs which indicated that they prioritize physical well-being and motor develop above all other school readiness domains (Piotrkowski, Botsko, & Matthews, 2000). Children are not able to be as successful in the classroom if they cannot have their basic needs met. For example, Shaw, Gomes, Polotskaia, & Jankowska (2015) found that unhealthy children are at a higher risk for having problems in the classroom compared to those who are physically fit (i.e., overall characteristics of hygiene, sleep, nutrition, and exercise). This finding confirms previous research that teachers expected children to have higher self-care skills to succeed in kindergarten compared to reading and writing skills. The top three readiness skills as indicated by teachers were (1) being physically healthy, rested, and well-nourished, followed by (2) being able to communicate needs, and thoughts verbally in the child's primary language, and (3) participating appropriately in large groups of children (Heaviside &Farris, 1993; Abu Taleb, 2013). These skills set the stage for students to successfully engage in academic tasks. Moreover, the results obtained provide evidence of teachers supporting a multidimensional view of child development which considers early childhood experiences and accounts for the whole child rather than focusing solely on academic knowledge. The qualitative information collected from teachers in this study align with past work from Sahin, Sak, and Tuncer (2013) which stated that teachers perceive parents as the most important person in the readiness process.

Teachers hold a wide range of beliefs about which skills are deemed as essential for school entry. These beliefs are shaped by many factors, including their own experiences as teachers, school structure, teaching condition, community needs, and

personal values. These belief systems also vary across professions. For example, Early Childhood Educators (ECE's) rated knowledge as fundamental to school readiness compared to kindergarten teachers who more often emphasized appropriate school behaviour (i.e., follows directions, takes turns, does not disrupt) as a higher priority for school readiness (Lin, Lawrence, & Gorrell, 2003; Piotrkowski, Botsko, & Matthews, 2000). Hypothesis 4 was not supported, contrary to Lin, Lawrence, and Gorrell's (2003) finding that older teachers emphasized the importance of social-emotional skills compared to younger teachers who placed more value on academic skills. The current study did not replicate this finding and found no significant differences in perceived importance of school readiness skills based on age or level of education. However, there was a non-significant trend ($p < .10$) for the social-emotional domain of school readiness. That is, teachers with only a bachelor's degree rated social-emotional items slightly higher than teachers with one or more master's degree. Educational factors such as where teachers attended university along with years of teaching experience are likely to impact attitudes towards school readiness.

General Implications

These results have implications for children entering school for the first time. Children's readiness for school at school entry lays the groundwork for future success in the classroom (Boivin & Bierman, 2013). Studies have shown that children who enter school at a disadvantage, such as low-income children, often have difficulty catching up with their peers (Duncan et al. 2007). Parents views of school and their schooling experiences impact how they prepare their children for school and the attitudes their children form around school. A recently published by Wei, Dilworth-Bart, Miller, and

Liesen (2018) found that mothers' school experiences influenced their children's reading readiness; parenting quality mediated this relationship even after controlling for income.

This study has the potential to influence stakeholders as many teachers indicated that the primary curriculum was not developmentally appropriate which disadvantages younger children when beginning school. This view is consistent with Graue's (1992) research on the social interpretations of kindergarten readiness which proposed that rather than expecting children to be prepared for school, the structure of kindergarten should change to make schools ready for children. Moreover, involving both teachers and parents in policy decisions regarding school transition and school readiness has the greatest impact on preschool children and helps minimize differences in expectations. Parent involvement throughout the transition to kindergarten has a positive effect on academic achievement and has an even larger effect for low-income children, however, teacher-initiated parent involvement is related to negative child outcomes (Schulting, Malone & Dodge, 2005). This result is likely due to teachers reaching out to parents only when there are problems with their child at school.

Policymakers must explicitly define school readiness to assist teachers and parents in preparing children for school success. Going forward, it is vital that researchers continue to investigate what constitutes school readiness to create a more comprehensive and global definition. The current study adds to the existing literature and wishes to prompt further studies in this area as there as few studies that have examined teachers and parents' perceptions of school readiness. This research brings to the forefront the importance of ensuring a collaborative school readiness process. Rimm-Kaufman and Pianta (1999) noted that when teachers and parents can foster positive relationships, it

supports a successful adjustment to kindergarten. The results of the current study showed that teachers' and parents' beliefs differed, however, the results need to be interpreted with caution due to the small sample size. This study highlights the importance of teacher and parent communication prior to school entry to facilitate the transition from home to a formal educational setting. It is hoped that these results can help start a conversation between schools and parents in order to better support at-risk students. We know that both parents and teachers uniquely contribute to the readiness process and that teachers expand on the skills that have been taught in early childhood by parents. It is important to keep in mind that perceptions of school readiness are influenced by numerous factors such as socioeconomic status and various other life circumstances. The last point of consideration to ensure an optimal transition to kindergarten; early childhood educators also need to be considered and implicated in these conservations as preschool and daycare attendance continues to rise.

Strengths and Limitations

The foremost strength of this study is that it is a topic which, so far, has received little attention. There are conflicting results in the literature and there is not a large body of quantitative research investing perceptions of school readiness. Given that there is no universal definition of school readiness, it makes it difficult to generalize the results to other studies on school readiness. To the researcher's knowledge, this is the first measure of school readiness to categorize school readiness based on the five domains proposed by the National Educational Goal Panel (1997).

This study is not without limitations. First, the current study's sample may not be representative of the true population of teachers and parents. Due to the small sample size

among parents, the results for parents may not be as generalizable as first hoped. It was a challenge to recruit parents for this research study. The target sample for this study was parents with children between the ages of 3 and 5 years. The researcher received approval from one daycare to recruit parents from a pool of approximately 50 parents who qualified. This survey received 8 responses from parents, thereby achieving a response rate of 16% (contrary to teachers who had a response rate of 37%). It is possible there may have been a higher parent turn-out had they been able to complete the questionnaire online as teachers did. A broader sample of parents would have allowed for more sophisticated analyses. It is possible that this study failed to find significance due to the small sample size among parents and the lack of variability in responses on the prosocial scale. Most parents rated their children in the average range on prosocial behaviour. Another important consideration is that the prosocial measure relied on parent-report of their child's prosocial, internalizing, and externalizing behaviours, it is possible that parents overestimated their children's behaviours. Observational measures or teacher report measures of prosocial, internalizing, and externalizing behaviours may have yielded different results.

Researchers Lin, Lawrence, and Gorrel (2003) have found differences in perceptions of school readiness based on gender, with women placing more importance on the social aspects of learning. However, it was not possible to test for gender differences in the current study, as the entire sample was female. The diversity of participants may have led to inconsistencies in the results. The participants are sure to have had a diverse range of risks and differed in terms of life circumstances, better

controlling for risk factors by directly including them into the analyses may also have led to different results.

Lastly, as this is not a heavily researched area, there are few readily available measures which quantitatively examine school readiness. For this study, the researcher modified a measure developed by Heaviside and Farris (1993) and created a coding system corresponding to the five domains of school readiness. Some items included on the questionnaire may have not adequately captured teachers' and parents' perceptions of school readiness. Although all participants were encouraged to leave comments at the end of the questionnaire, the school readiness questionnaire was comprised of closed-ended questions which limited participants in their choice of responses. Several teachers noted that they wished they would have had the opportunity to further explain their responses. Additionally, the SDQ may not have been an accurate reflection of children's behaviours as it was a parent-report measure. Social desirability effects may have prevented parents from reporting entirely truthful information.

Future Directions

The present study investigated many components of school readiness that have not been well researched in the past. The results of the present study clearly demonstrate the need for qualitative research as many teachers were very open and willing to sharing opinions about school readiness. Further qualitative research would help expand our understanding as to why discrepancies in views exist. With the rise of pre-primary programs in schools in Nova Scotia, it is important, if not necessary, to include Early Childhood Educators (ECE's) in transition decisions as well. It would be useful to include ECE's to compare and contrast any potential difference between ECE's, parents,

and primary teachers. In doing so, it could ultimately help ensure better outcomes for children with complex behaviours and academic needs who are entering grade primary. It would also enable researchers to compare views of school readiness across the different environments that children are exposed to. Additionally, future investigations would benefit from using a larger sample size to increase the generalizability and reliability of the findings.

As is there is no universality agreed upon definition of school readiness, more research is needed to examine the composition of school readiness as it would provide more clarity in the research literature and in the general population. Lastly, children should be included in research on perceptions of school readiness as they are the ones who are ultimately impacted by parents and teachers views and attitudes. Parents personal beliefs regarding school guide how they prepare their own children for school entry.

Conclusion

The current study provides new insights into our understanding of school readiness and what it means to parents and teachers. It extends on previous work and provides a Canadian perspective (more specifically a Nova Scotian perspective) on school readiness. These results add to the existing literature by providing an updated account of the domains of school readiness in which parents and teachers believe to be the most important for a successful transition to the academic environment. Children spend a sizeable portion of their lives in the school setting, it is crucial that school systems dedicate time into ensuring that the transition to school is a collaborative and cohesive process, especial for students with complex needs. Teachers in the current study

indicated there was a lack of support for students who had difficulties transitioning into the school system. School psychologists can play a key role in the transition process, as one of the only mental health experts in the school system they can step in and advocate for students if questions arise regarding a child's level of readiness for school or if there are differences in expectations among parents and teachers. Going forward, this study also highlights importance of including kindergarten teachers in transition decisions as they have direct contact with all students entering the school system for the first time.

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Appendix A

DEAR TEACHER:

Please fill out the following survey. Any information you share is confidential. Your participation is greatly appreciated!

DEMOGRAPHIC INFORMATION

Q1. Gender

Please specify.

Q2. Which category below includes your age?

Choose an age range.

Q3. Which best describes your ethnicity?

Choose an item.

Q4. Highest level of education completed

☐ Bachelor of Education

☐ Master's Degree

☐ Doctoral Degree Click or tap here to enter text.

☐ Other Click or tap here to enter text.

Q5. Which post-secondary institutions have you attended?

Click or tap here to enter text.

Q6. How many years have you been teaching?

Click or tap here to enter text.

Q7. How many years have you been teaching grade primary?

Click or tap here to enter text.

SCHOOL READINESS QUESTIONNAIRE

CHILDREN'S SUCCESSFUL TRANSITION TO SCHOOL

Q1. How important is each of the following to a child's successful transition to school?

(Please select the box which most closely matches your opinion)

1 = not at all important, 2 = not very important, 3 = somewhat important, 4 = very important, 5 = essential

1.	Can dress him/herself	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2.	Finishes tasks	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3.	The child talks positively about school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4.	Participates appropriately in large groups of children	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5.	Can read his/her name	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6.	Can eat lunch without assistance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7.	Can hold a pencil correctly	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8.	Is physically healthy, rested, and well-nourished	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9.	Knows his or her address	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10.	Understands the need for personal hygiene	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11.	Likes to have books read to him/her	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12.	Has been immunized	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13.	Sits still and is alert	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14.	Knows how to react appropriately to changes in routine	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
15.	Can recognize letters	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
16.	Can say the days of the week in order	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
17.	Can follow directions from adults other than parents/guardian	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

18. Is able to write his/her name	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
19. Communicates needs, wants, and thoughts verbally in child's primary language	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
20. Does not disrupt other children's work or play	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
21. Can tie his/her shoe laces	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
22. Is sensitive to others	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
23. Is enthusiastic and curious in approaching new activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
24. Takes responsibility for personal belongings	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
25. Can identify basic colours and basic shapes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
26. Can count to 10 or more	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
27. Has problem-solving skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
28. Separates well from parents/guardian	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
29. Is eager to participate in most school activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
30. Knows the rules about turn taking	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Q2. Using the list in question 1, select the 3 characteristics you believe are the most important for a child's readiness for primary

Enter a number from 1 to 30 **Most important**

Enter a number from 1 to 30 **Second most important**

Enter a number from 1 to 30 **Third most important**

ACTIVITES CHILDREN SHOULD DO BEFORE STARTING SCHOOL

Q3. How desirable is it for children to have done the following before starting school?

(Please select the box which most closely matches your opinion)

1 = not desirable, 2 = somewhat desirable, 3 = desirable, 4 = extremely desirable

1. Visited relatives/other known adults	1 ☐	2 ☐	3 ☐	4 ☐
2. Attended preschool/daycare	1 ☐	2 ☐	3 ☐	4 ☐
3. Played with children who will be in their class	1 ☐	2 ☐	3 ☐	4 ☐
4. Visited the school	1 ☐	2 ☐	3 ☐	4 ☐
5. Gained fluency in their home language	1 ☐	2 ☐	3 ☐	4 ☐
6. Talked with adults about school	1 ☐	2 ☐	3 ☐	4 ☐
7. Practiced sitting at a desk	1 ☐	2 ☐	3 ☐	4 ☐
8. Been exposed to lots of books	1 ☐	2 ☐	3 ☐	4 ☐
9. Learned the language that will be spoken at school	1 ☐	2 ☐	3 ☐	4 ☐

ACTIVITES PARENTS/GUARDIANS SHOULD DO WITH THEIR CHILD BEFORE SCHOOL STARTS

Q4. How desirable is it for parents/guardians to have done the following with their child before starting school?

(Please select the box which most closely matches your opinion)

1 = not desirable, 2 = somewhat desirable, 3 = desirable, 4 = extremely desirable

1. Read books to their child	1 ☐	2 ☐	3 ☐	4 ☐
2. Sung to their child	1 ☐	2 ☐	3 ☐	4 ☐
3. Visited the chosen school	1 ☐	2 ☐	3 ☐	4 ☐
4. Communicated with the school teacher	1 ☐	2 ☐	3 ☐	4 ☐
5. Taught their child to count	1 ☐	2 ☐	3 ☐	4 ☐
6. Taught their child to read	1 ☐	2 ☐	3 ☐	4 ☐
7. Played computer games with their child	1 ☐	2 ☐	3 ☐	4 ☐

SUMMARY STATEMENTS ABOUT STARTING SCHOOL

Q5. Indicate the extent to which you agree or disagree with the following statements about starting school

(Please select the box which most closely matches your opinion)

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

1. Primary classes should be more like preschool and/or daycare	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Attending preschool and/or daycare is very important for success in primary	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3. Children can be ready to learn but not ready for school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4. Children become ready for school by going to school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5. School should accept all children, ready or not	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6. Children should be 5 before they start school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7. Children who are struggling with the work in primary should repeat	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8. Children who do not settle into school by the end of Term 1 should be kept at home	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9. Children should be kept out of school until they are ready	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10. Parents/guardians should make sure that their children know the alphabet before they start primary	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11. Girls should start school before boys	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12. Age is not a good predictor of school readiness	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13. Readiness comes as children grow and mature	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14. One of the best ways to help children learn to read is by reading to them	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
15. Children should not be given reading instruction unless they show an interest	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
16. Most children should learn to read in primary	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
17. Primary teachers should communicate with first grade teachers to proceed from where they left off	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
18. The best way to learn how to read is to practice matching letters and sounds over and over	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
19. Parents/guardians should try to meet expectations about school held by teachers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
20. Children who start school older learn better than younger children	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
21. Children should repeat primary if they have no friends at school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

22. By the end of primary, all children will be ready for first grade	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments or concerns?

[Click here to leave a comment]

DEAR PARENT /GUARDIAN:

Please fill out the following survey and return it to your child's daycare director. Any information you share is confidential. Your participation is greatly appreciated!

DEMOGRAPHIC INFORMATION

Q1. Gender

Please specify.

Q2. Which category below includes your age?

☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60 or older

Q3. Which best describes your ethnicity?

☐ Caucasian/White
☐ African Canadian/Black
☐ First Nations/Aboriginal
☐ Asian Canadian/Asian/Pacific Islander
☐ Hispanic/Latino/Latina
☐ Biracial/Multicultural
☐ Other _____

Q4. Marital Status

☐ Married
☐ In a domestic partnership
☐ Single, but cohabitating with a significant other
☐ Single, never married
☐ Separated
☐ Divorced
☐ Widowed

Q5. Highest level of education completed

☐ Some high school
☐ High school diploma (or GED)
☐ Some college
☐ College degree
☐ Other _____
☐ Some university
☐ Bachelor's degree
☐ Master's degree
☐ Doctoral degree

Q6. Employment Status

☐ Full-time
☐ Part-time
☐ Not employed, looking for work
☐ Not employed, not looking for work
☐ Retired
☐ Disabled, not able to work

Q7. Household Income

☐ Less than $20,000
☐ $20,000 to $34,999
☐ $35,000 to $49,999
☐ $50,000 to $74,999
☐ $75,000 to $99,999
☐ $100,000 to $124,999
☐ Over $125,000

SCHOOL READINESS QUESTIONNAIRE

CHILDREN'S SUCCESSFUL TRANSITION TO SCHOOL

Q1. How important is each of the following to a child's successful transition to school?

(Please select the box which most closely matches your opinion)

1 = not at all important, 2 = not very important, 3 = somewhat important, 4 = very important, 5 = essential					
1. Can dress him/herself	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Finishes tasks	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3. The child talks positively about school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4. Participates appropriately in large groups of children	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5. Can read his/her name	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6. Can eat lunch without assistance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7. Can hold a pencil correctly	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8. Is physically healthy, rested, and well-nourished	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9. Knows his or her address	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10. Understands the need for personal hygiene	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11. Likes to have books read to him/her	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12. Has been immunized	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13. Sits still and is alert	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14. Knows how to react appropriately to changes in routine	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
15. Can recognize letters	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
16. Can say the days of the week in order	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
17. Can follow directions from adults other than parent/guardian	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
18. Is able to write his/her name	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
19. Communicates needs, wants, and thoughts verbally in child's primary language	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
20. Does not disrupt other children's work or play	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
21. Can tie his/her shoe laces	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

22. Is sensitive to others	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
23. Is enthusiastic and curious in approaching new activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
24. Takes responsibility for personal belonging	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
25. Can identify basic colours and basic shapes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
26. Can count to 10 or more	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
27. Has problem-solving skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
28. Separates well from parents/guardian	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
29. Is eager to participate in most school activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
30. Knows the rules about turn taking	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Q2. Using the list in question 1, select the 3 characteristics you believe are the most important for a child's readiness for primary

Most important _____ *Choose a number from 1 to 30*

Second most important _____ *Choose a number from 1 to 30*

Third most important _____ *Choose a number from 1 to 30*

ACTIVITIES CHILDREN SHOULD DO BEFORE STARTING SCHOOL

Q3. How desirable is it for your child to have done the following before starting school?

(Please select the box which most closely matches your opinion)

1 = not desirable, 2 = somewhat desirable, 3 = desirable, 4 = extremely desirable

1. Visited relatives/other known adults	1 ☐	2 ☐	3 ☐	4 ☐
2. Attended preschool/daycare	1 ☐	2 ☐	3 ☐	4 ☐
3. Played with children who will be in their class	1 ☐	2 ☐	3 ☐	4 ☐
4. Visited the school	1 ☐	2 ☐	3 ☐	4 ☐
5. Gained fluency in their home language	1 ☐	2 ☐	3 ☐	4 ☐
6. Talked with adults about school	1 ☐	2 ☐	3 ☐	4 ☐

7.	Practiced sitting at a desk	1 ☐	2 ☐	3 ☐	4 ☐
8.	Been exposed to lots of books	1 ☐	2 ☐	3 ☐	4 ☐
9.	Learned the language that will be spoken at school	1 ☐	2 ☐	3 ☐	4 ☐

ACTIVITIES PARENTS/GUARDIANS SHOULD DO WITH THEIR CHILD BEFORE SCHOOL STARTS

Q4. How desirable is it for you to have done the following with your child before they start school?

(Please select the box which most closely matches your opinion)

1 = not desirable, 2 = somewhat desirable, 3 = desirable, 4 = extremely desirable

1.	Read books to your child	1 ☐	2 ☐	3 ☐	4 ☐
2.	Sung to your child	1 ☐	2 ☐	3 ☐	4 ☐
3.	Visited the chosen school	1 ☐	2 ☐	3 ☐	4 ☐
4.	Communicated with the school teacher	1 ☐	2 ☐	3 ☐	4 ☐
5.	Taught your child to count	1 ☐	2 ☐	3 ☐	4 ☐
6.	Taught your child to read	1 ☐	2 ☐	3 ☐	4 ☐
7.	Played computer games with your child	1 ☐	2 ☐	3 ☐	4 ☐

SUMMARY STATEMENTS ABOUT STARTING SCHOOL

Q5. Indicate the extent to which you agree or disagree with the following statements about starting school

(Please select the box which most closely matches your opinion)

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

1.	Primary classes should be more like preschool and/or daycare	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2.	Attending preschool and/or daycare is very important for success in primary	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3.	Children can be ready to learn but not ready for school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4.	Children become ready for school by going to school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5.	School should accept all children, ready or not	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

6. Children should be 5 before they start school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7. Children who are struggling with the work in primary should repeat	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8. Children who start school too early do not learn	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9. Children should be kept out of school until they are ready	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10. Parents/guardians should make sure that their children know the alphabet before they start primary	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11. Girls should start school before boys	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12. Age is not a good predictor of school readiness	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13. Readiness comes as children grow and mature	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14. One of the best ways to help children learn to read is by reading to them	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
15. Children should not be given reading instruction unless they show an interest	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
16. Most children should learn to read in primary	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
17. Primary teachers should communicate with first grade teachers to proceed from where they left off	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
18. The best way to learn how to read is to practice matching letters and sounds over and over	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
19. Teachers should try to meet expectations about school held by parents/guardians	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
20. Children who start school older learn better than younger children	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
21. Children should repeat primary if they have no friends at school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
22. By the end of primary, all children will be ready for first grade	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments or concerns?

[Click here to leave a comment]

Appendix B

Coding Sheet:

PHWB – Physical Well-Being and Motor Development

SED – Social and Emotional Development

AtoL – Approaches to Learning

LL – Language Development and Emerging Literacy

CGK – Cognition and General Knowledge

Questionnaire Items:

Q1.	**Q2.**	**Q3.**
1. Phwb	1. SED	1. LL
2. SED	2. SED	2. LL
3. AtoL	3. SED	3. SED
4. AtoL	4. SED	4. CGK
5. LL	5. LL	5. CGK
6. Phwb	6. AtoL	6. LL
7. Phwb	7. Phwb	7. CGK
8. Phwb	8. LL	
9. CGK	9. LL	
10. Phwb		
11. LL		
12. Phwb		
13. SEd		
14. Sed		
15. LL		
16. CGK		
17. SED		
18. LL		
19. LL		
20. SED		
21. Phwb		
22. SED		
23. AtoL		
24. SED		
25. CGK		
26. CGK		
27. GCK		
28. SED		
29. AtoL		
30. SED		

Appendix C

STRENGHTS AND DIFFICULTIES QUESTIONNIARE

For each item, please select either Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's date of birth: _____

	Not True	Somewhat True	Certainly True
1. Considerate of other people's feelings	☐	☐	☐
2. Restless, overactive, cannot stay still for long	☐	☐	☐
3. Often complains of headaches, stomach-aches or sickness	☐	☐	☐
4. Shares readily with other children, for example toys, treats, pencil	☐	☐	☐
5. Often loses temper	☐	☐	☐
6. Rather solitary, prefers to play alone	☐	☐	☐
7. Generally well behaved, usually does what adults request	☐	☐	☐
8. Many worries or often seems worried	☐	☐	☐
9. Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
10. Constantly fidgeting or squirming	☐	☐	☐
11. Has at least one good friend	☐	☐	☐
12. Often fights with other children or bullies them	☐	☐	☐
13. Often unhappy, depressed or tearful	☐	☐	☐
14. Generally liked by other children	☐	☐	☐
15. Easily distracted, concentration wanders	☐	☐	☐
16. Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
17. Kind to younger children	☐	☐	☐

18. Often argumentative with adults	☐	☐	☐
19. Picked on or bullied by other children	☐	☐	☐
20. Often offers to help others (parents, teachers, other children)	☐	☐	☐
21. Can stop and think things out before acting	☐	☐	☐
22. Can be spiteful to others	☐	☐	☐
23. Gets along better with adults than with other children	☐	☐	☐
24. Many fears, easily scared	☐	☐	☐
25. Good attention span, sees work through to the end	☐	☐	☐

Comments or concerns?

[Click here to leave a comment]

Appendix D

E-mail Subject line: Mount Saint Vincent University Study – "What is Readiness?" Examining Perceptions of School Readiness and Prosocial Outcomes in Children

I am inviting you to fill out a few short surveys pertaining to different areas of school readiness which will take approximately 20 minutes to complete. As part of the graduate program in School Psychology at Mount Saint Vincent University, I am carrying out a study to learn about parents' and teachers' perception of school readiness. I'm interested in learning if parents' and teachers' perceptions have an impact on child outcomes, such as helping and sharing behaviours and if differences exist among their beliefs.

I selected your name from a list of grade primary teachers from across the province. It is hoped that this research will help inform policy decisions regarding pre-school transition practices to ensure that the process to school entry is made as smooth as possible.

I have attached a copy of the informed consent form that gives you the full details of this study. This study has been reviewed and cleared by the University Research Ethics Board. If you any have concerns or questions, you may contact the researcher via e-mail at chantal.leblanc3@msvu.ca or her supervisor at daniel.seguin@msvu.ca. Should you wish to speak with someone not directly involved in the study, you may contact the MSVU Research Office, at 902-457-6350 or via e-mail at research@msvu.ca.

If you would like to participate, the following link will lead you to the online survey:
http://surveys.msvu.ca/index.php?r=survey/index&sid=373622&token=SrSfv14u%7ErTCVGL&lang=en

Thank you in advance for your time. After a week, I will send you a one-time follow-up reminder.

Sincerely,

Chantal LeBlanc (chantal.leblanc3@msvu.ca)

If you do not want to participate in this survey and don't want to receive any more invitations, please click the following link:
http://surveys.msvu.ca/index.php?r=optout/tokens&surveyid=373622&langcode=en&token=SrSfv14u%7ErTCVGL

Appendix E

E-mail Subject line: Reminder to participate in a survey

You were recently invited you to participate in a survey.

We note that you have not yet completed the survey and wish to remind you that the survey is still available should you wish to take part. Those who participate will be entered in a draw for a chance to win a $25 Chapters gift card.

The survey is titled:
"School Readiness Questionnaire"

To participate, please click on the link:
http://surveys.msvu.ca/index.php?r=survey/index&sid=373622&token=SrSfv14u%7ErTCVGL&lang=en

Sincerely,

Chantal LeBlanc (chantal.leblanc3@msvu.ca)

If you do not want to participate in this survey and don't want to receive any more invitations, please click the following link:
http://surveys.msvu.ca/index.php?r=optout/tokens&surveyid=373622&langcode=en&token=SrSfv14u%7ErTCVGL

Appendix F

Department of Education
Mount Saint Vincent University

WHAT IS SCHOOL READINESS?

PARENTS WITH CHILDREN BETWEEN THE AGES OF 3 AND 5 NEEDED

I am seeking volunteers to take part in a study examining views of school readiness and prosocial outcomes, such as helping and sharing behaviours in preschool children.

As a participant in this study, you would be asked to: fill out a few short surveys pertaining to different areas of school readiness and answer a series of questions on your child. Your participation would take approximately 20 minutes and is completely confidential.

In appreciation for your time, you will be entered for a draw to receive a $25 Chapters Gift Card.

For more information about this study, or to volunteer for this study, please contact:

Chantal LeBlanc
at
chantal.leblanc3@msvu.ca

This study is supervised by: Dr. Daniel Séguin (daniel.seguin@msvu.ca)

The study has been reviewed and approved by the University Research Ethics Board, Mount Saint Vincent University.
REB #: 2017-113

Appendix G

REB #: 2017-113

TEACHER INFORMED CONSENT FORM

Study title: "What is Readiness?" Examining Perceptions of School Readiness and Prosocial Outcomes in Children

Principal Investigator:

Chantal LeBlanc, BA (Hons)
School Psychology Student, Mount Saint Vincent University, Department of Education

Supervisor:

Dr. Daniel Séguin, PhD
Professor, Mount Saint Vincent University, Department of Psychology

What is the purpose of the study?

This research study aims to advance the knowledge of how parents and teachers perceive school readiness and if it has an impact on child outcomes, such as helping and sharing behaviours. Moreover, the researcher will examine parents' and teachers' views of school readiness to see if differences exist among their beliefs.

Why have I been asked to participate in this study?

This study requires the participation from numerous grade primary teachers from across the province. It is intended that by selecting various schools that data collected for analysis will be a more representative sample. Your participation in this study is entirely voluntary and there are no penalties for declining this invitation.

What will I be asked to do?

This research will require you to fill out a few short surveys pertaining to different areas of school readiness which will take approximately 20 minutes to complete.

Are there any possible benefits from participating in this study?

Participation in this study may increase your awareness about your personal perceptions and beliefs reading school readiness and how it is reflected in your teaching practices. In a broader context, it is hoped that this research will help inform policy decisions regarding pre-school transition practices to ensure that the process to school entry is made as smooth as possible.

Are there any possible risks from participating in this study?

No possible risks are anticipated, but please do not hesitate to contact the principal investigator should you have any concerns.

Can I withdraw from the study?

You are free to withdraw your consent at any time until the study has been submitted to the university for publication and can do so without providing an explanation. All data relevant to your participation will be destroyed upon request.

Cost, reimbursements, and incentives.

There is no cost to you for participating in this study and there will be no reimbursement for the time spent completing the survey. Those who participate and provide their email address will be entered in a draw for a chance to win a $25 Chapters gift card.

How will the results of this study be published?

Research results will be published in the form of a Master's Thesis that will be available through publications at the Mount Saint Vincent Library. The results will also be made public through publication in peer reviewed journals. If you would like to directly receive the study results, please check the box below.

How will my confidentiality and anonymity be maintained?

No detailed demographic or information that might be able to identify an individual teacher or parent will be used in the publication. All participants will be stripped of any identifiable information and assigned a unique study ID. All information will be kept confidential and private.

What are my Research Rights?

By signing the consent form and filling out the questionnaire you have agreed to take part in this research project. In no way does it waive your legal rights nor release the investigator(s) or involved institution(s) from their legal and professional responsibilities.

Who do I contact if I have questions about this study?

The ethical components of this research study have been reviewed by the University Research Ethics Board and found to be in compliance with Mount Saint Vincent University's Research Ethics Policy. If you have questions about this study, you may contact the researcher via e-mail at chantal.leblanc3@msvu.ca or her supervisor at daniel.seguin@msvu.ca. Should you wish to speak with someone not directly involved in the study, you may contact the MSVU Research Office, at 902-457-6350 or via e-mail at research@msvu.ca.

I understand that I have been asked to participate in a research study entitled *"What is Readiness?" Perceptions of School Readiness and Outcomes in Children.* I understand that any answers I provide are confidential, and that my identity will not be disclosed at any point. I also understand that my participation is completely voluntary, and I may withdraw from the study at any time without penalty.

☐ I have read the information above and consent to participate in this research study.

☐ I would like to directly receive the study results.

_____ _____

Signature of Participant Date

_____

Email

Appendix H

REB #: 2017-113

PARENT INFORMED CONSENT FORM

Study title: "What is Readiness?" Examining Perceptions of School Readiness and Prosocial Outcomes in Children

Principal Investigator:

Chantal LeBlanc, BA (Hons)
School Psychology Student, Mount Saint Vincent University, Department of Education

Supervisor:

Dr. Daniel Séguin, PhD
Professor, Mount Saint Vincent University, Department of Psychology

What is the purpose of the study?

This research study aims to advance the knowledge of how parents and teachers perceive school readiness and if it has an impact on child outcomes, such as helping and sharing behaviours. Moreover, the researcher will examine parents' and teachers' views of school readiness to see if differences exist among their beliefs.

Why have I been asked to participate in this study?

This study requires the participation from numerous parents with children between the ages of 3 and 5 from across the province. It is intended that by selecting various schools that data collected for analysis will be a more representative sample. Your participation in this study is entirely voluntary and there are no penalties for declining this invitation.

What will I be asked to do?

This research will require you to fill out a few short surveys pertaining to different areas of school readiness and answer a series of questions on your child which will take approximately 20 minutes to complete. Should you need assistance completing the survey please contact the principal investigator.

Are there any possible benefits from participating in this study?

Participation in this study may increase your awareness about your personal perceptions and beliefs reading school readiness and how it many be reflected in your every day interactions with your child. In a broader context, it is hoped that this research will help inform policy decisions regarding pre-school transition practices to ensure that the process to school entry is made as smooth as possible for your child.

Are there any possible risks from participating in this study?

No possible risks are anticipated, but please do not hesitate to contact the principal investigators should you have any concerns.

Can I withdraw from the study?

You are free to withdraw your consent at any time until the study has been submitted to the university for publication and can do so without providing an explanation. All data relevant to your participation will be destroyed upon request.

Cost, reimbursements, and incentives.

There is no cost to you for participating in this study and there will be no reimbursement for the time spent completing the survey. Those who participate and provide their email address will be entered in a draw for a chance to win a $25 Chapters gift card. The winner will be notified through email by the end of June.

How will the results of this study be published?

Research results will be published in the form of a Master's Thesis that will be available through publications at the Mount Saint Vincent Library. The results will also be made public through publication in peer reviewed

journals. If you would like to directly receive the study results, please check the box below.

How will my confidentiality and anonymity be maintained?

No detailed demographic or information that might be able to identify an individual teacher or parent will be used in the publication. All participants will be stripped of any identifiable information and assigned a unique study ID. All information will be kept confidential and private.

What are my Research Rights?

By signing the consent form and filling out the questionnaire you have agreed to take part in this research project. In no way does it waive your legal rights nor release the investigator(s) or involved institution(s) from their legal and professional responsibilities.

Who do I contact if I have questions about this study?

The ethical components of this research study have been reviewed by the University Research Ethics Board and found to be in compliance with Mount Saint Vincent University's Research Ethics Policy. If you have questions about this study, you may contact the researcher via e-mail at chantal.leblanc3@msvu.ca or her supervisor at daniel.seguin@msvu.ca. Should you wish to speak with someone not directly involved in the study, you may contact the MSVU Research Office, at 902-457-6350 or via e-mail at research@msvu.ca.

I understand that I have been asked to participate in a research study entitled *"What is Readiness?" Perceptions of School Readiness and Outcomes in Children.* I understand that any answers I provide are confidential, and that my identity will not be disclosed at any point. I also understand that my participation is completely voluntary, and I may withdraw from the study at any time without penalty.

☐ I have read the information above and consent to participate in this research study.

☐ I would like to directly receive the study results.

_____ _____

Signature of Participant Date

_____

Email