

# The transition from primary to secondary education

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Propositions accompanying the thesis

**The transition from primary to secondary education:**

**A study of the voices of children and teachers in the Netherlands**

Marlau van Rens

1. The transition from primary to secondary school is more than simply stopping at one school and starting again at another: it is a cross-school phenomenon (this thesis).
2. A good preparation in the 6<sup>th</sup> grade of primary education does not guarantee a successful transfer to secondary education (this thesis).
3. It is difficult to properly prepare children for a good transition if teachers on both sides are unfamiliar with each other's perspectives and the nature of their work (this thesis).
4. Communication and information are important. Talking with children provides a different perspective than talking about – and without – children (this thesis).
5. The advantage of a fresh start does not always outweigh the disadvantage of a false start (this thesis).
6. Making children dependent on their teachers contradicts with the basic conditions required for personal development. “The object of teaching a child is to enable the child to get along without the teacher” (Arthur C. Clarke; Ernest Legouvé).
7. The transition from primary school to secondary education has similarities with a PhD program. In both cases students experience changes and challenges in their new educational and social environment and must learn how to behave and how to handle the -new- rules, manners and customs.
8. Every person is 'learnable'. For the best possible result in education, the child determines the extent and the teacher makes the difference.
9. Teachers and scientists frequently live in different worlds. They rarely meet, usually do not speak each other's language and hardly use each other's knowledge.
10. “Many can argue, not many converse” (Amos Bronson Alcott). This thesis contributes to the conversation.