


Transitions within Swedish compulsory school: Problematisations in policy

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Abstract

There is a shortage of policy studies concerning educational transitions, especially transitions within the compulsory schooling system. This article presents a post-structural policy study of Swedish school transition policy, drawing on Bacchi's (2009) *What's the Problem Represented to be?* (WPR) approach. The problem representations identified in national steering documents and local-level policies are related to a drop in attainment and could be described as a lack of information (of individual students' needs), a lack of coordination and a lack of trust. These problematisations are connected to both an individualistic discourse and a new public management discourse. Transition is viewed as a short-term event rather than an adaptation process, and as a "special education problem". This places teachers in the background in favour of special education needs coordinators, and measures students against a norm of not needing support during transitions. While improving possibilities to support students, these representations also risk labelling students in need of support as deviant and/or deficient.

Keywords: transition from primary to lower secondary school; educational policy, conceptual imaginary; Sweden

Resum. *Transicions a l'escola obligatòria sueca: problematitzacions sobre polítiques*

Hi ha una escassetat d'estudis de polítiques sobre les transicions educatives, especialment dins de l'escolarització obligatòria. Aquest article presenta un estudi postestructural de la política de transició sueca basat en l'enfocament de Bacchi (2009). Quin problema s'hi representa? (QPR). Els problemes identificats als documents directius nacionals i les polítiques locals estan relacionats amb una caiguda del rendiment i podrien descriure's com a manca d'informació (de les necessitats individuals dels estudiants), de coordinació i de confiança. Aquestes problematitzacions estan connectades tant amb un discurs individualista com amb un nou discurs de gestió pública. La transició es considera un esdeveniment de curt termini més que no pas un procés d'adaptació i un «problema d'educació especial». Això situa els mestres en un segon pla a favor dels coordinadors de necessitats d'educació especial

i qualifica l'alumnat segons la norma de no necessitar suport durant les transicions. Si bé milloren les possibilitats de donar suport a l'alumnat, amb aquestes representacions també es corre el risc d'etiquetar de desviats i/o deficientes els estudiants que necessiten suport.

Paraules clau: transició d'educació primària a primer cicle de secundària; política educativa; representacions mental; Suècia

Resumen. *Transiciones dentro de la escuela obligatoria sueca: problematizaciones sobre políticas*

Hay una escasez de estudios de políticas sobre las transiciones educativas, especialmente dentro de la escolarización obligatoria. Este artículo presenta un estudio postestructural de la política de transición sueca basado en el enfoque de Bacchi (2009). ¿Cuál es el problema representado? (QPR). Los problemas identificados en los documentos directivos nacionales y las políticas locales están relacionados con una caída del rendimiento y podrían describirse como falta de información (de las necesidades individuales de los estudiantes), de coordinación y de confianza. Estas problematizaciones están conectadas tanto con un discurso individualista como con un nuevo discurso de gestión pública. La transición se considera un acontecimiento de corto plazo más que un proceso de adaptación y un «problema de educación especial». Esto coloca a los docentes en un segundo plano a favor de los coordinadores de necesidades de educación especial y cualifica al alumnado según la norma de no necesitar apoyo durante las transiciones. Si bien mejoran las posibilidades de apoyar al alumnado, con estas representaciones también se corre el riesgo de etiquetar como desviados y/o deficientes a los estudiantes que necesitan apoyo.

Palabras clave: transición educación primaria-secundaria primer ciclo; política de la educación; representación mental; Suecia

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1. Introduction

Research into educational transitions has focused on studying students, teachers and organisational factors, while less attention has been paid to the policy context of transitions. This article presents a study of transition policy between stages within the Swedish compulsory school [Swedish: *grundskolan*], stages equivalent to the transition from primary to secondary school. The study draws on Bacchi's post-structural *What's the Problem Represented to be?* (WPR) approach (Bacchi, 2009; Bacchi & Goodwin, 2016), in which the 'problem' refers to the thing/things that according to policy need to change, and 'represented' derives from the assumption that each problematic aspect in society can be constructed as different kinds of problems in policy – i.e. they can be represented in different ways. Representations of problems are rooted in dis-

courses that make them seem self-evident, and all problematisations have effects that are beneficial for some and less so for others (Bacchi, 2009). The approach thus focusses on identifying problematisations in policy and analysing their possible unintended effects, rather than evaluating the solutions they propose. The aim of this article is twofold: first it aims to identify problem representations in transition policy concerning the transition between year 6 and 7 within the Swedish compulsory school – how they are constituted and what discourses influence them; and second, to discuss the possible effects of the problem representations for students and teachers. Although the study is context-specific, it offers insights into policy around primary-secondary school transitions, and is a new theoretical approach in the field.

1.1. School transitions in research

The concept of educational transitions is rarely explicitly defined in international research, although Jindal-Snape et al. (2021) identified several implicit conceptualisations in their systematic review. The most common conceptualisations were transitions as change, or as a normative period in the students' school careers, while some conceptualisations acknowledge transitions to be multiple, affecting different aspects simultaneously. These different conceptualisations also influence whether school transition is viewed as a one-off event, or is seen as a longer process of adaptation (Jindal-Snape & Cantali, 2019).

Jindal-Snape et al. (2021) concluded that most research on school transitions contains a mainly negative discourse, describing them as something problematic, at least in some aspects. One of the problems found in the research can be described as a problem of students' academic attainment. This can be seen as a general problem involving a risk of declining results in general (e.g. Anderson et al., 2000; Topping, 2011; West et al., 2010), or as a subject-specific problem (e.g. Bicknell & Hunter, 2012; Hopwood et al., 2017). In the cases in which the problem is framed as subject-specific, it is often related to the concept of continuity, which is perceived to be lacking between primary and secondary school, causing the students' academic development and/or motivation to be lower than expected (e.g. Braund, 2007; Prendergast et al., 2019). Solutions are thought to include, for example, better collaboration between teachers, and preparing teachers to work with transitions (O'Meara et al., 2019). The more general problem of academic achievement is framed as a problem of support (Demkowicz et al., 2023; Hanewald, 2013; Strand, 2020). However, the requested support is not exclusively in terms of academic assistance, as it is often noted that several issues affect the overall transition experience, including well-being (social and emotional), as well as academic attainment. Therefore, it is not only academic achievement that is described as being at risk during the transition; other aspects include relationships, self-esteem and various aspects of well-being – factors that also need to be supported, both in preparation before the change occurs and during the adaptation process (Bagnall et al., 2020; Demkowicz et al., 2023;

Donaldson et al., 2023; Hargreaves et al., 2022; Jindal-Snape, 2023; Strand, 2019; van Rens et al., 2018).

1.2. The Swedish case

According to the theoretical approach of this article (Bacchi, 2009), the cultural context affects the discourse and problem representations in policy. Therefore, a brief introduction to the Swedish case is worth including here.

Since 1962, there has been no formal division between primary and secondary school in the Swedish compulsory school, although the compulsory school of today bears traces of the previous primary and secondary division (between years 6 and 7) as well as traces from subsequent reforms. This should be the case for all students, since the previous system of selection and parallel school forms was also removed in 1962 (Richardson, 2010). Today the nine years of compulsory school are divided into three stages: the first two stages (years 1 to 3 and 4 to 6) are approximately equivalent to primary school, and the last stage (years 7 to 9) to lower secondary school. This can be organised in different ways – schools can cover all nine years, or can be organised to include one or two transitions between schools.

Since the 2010s, the National Curriculum (Swedish National Agency for Education, 2011, 2022) and the Education Act (SFS 2010:800) have undergone amendments that include specific paragraphs concerning transitions (Gov. bill. 2017/18:195; Gov. bill. 2017/18:183). Prior to this, neither document contained any explicit information about transitions. Although the amendments were not aimed at transitions *within* the compulsory school, only to and from the compulsory school, in 2014 the Swedish National Agency for Education (SNAE) published a 50-page booklet containing guidelines and application forms for transitions within the compulsory school as well. This publication was removed from SNAE's webpage in 2022 and replaced by two on-line articles with guidelines (equivalent to about 10–15 pages).

2. Method

This article is based on policy documents at both Swedish national and local level. The national level includes the Education Act of 2010 (with amendments from 2017/2018), the National Curriculum for the compulsory school, and guidelines from the SNAE. At the local level, policies were collected from three different municipalities and from three schools within each municipality. The municipalities and schools varied in terms of urban, rural and socio-economic areas, as well as which schools years the schools cover. The documents provided by the schools were sometimes limited to just the municipal documents. This resulted in a total of 15 documents: four at national level, seven at municipal level and four at school level (from two schools in the same municipality). The Education Act and the National Curriculum each contain only one paragraph concerning transitions, and it is these paragraphs that were

analysed. The local documents contain both guidelines and application forms. Some concern specific transitions, while others address all transitions to, from and within compulsory education. In these cases, the general descriptions applicable to all transitions are included in the analysis, but when a specific transition is mentioned, it is only the transition from year 6 to 7 that is included. Since some of the documents are rather short, the legislative history (e.g. governmental bills) is also used and referred to in the interpretation, although these documents are not analysed in their own right.

The analysis is guided by Bacchi's (2009, p. 2) analytical questions:

- What's the 'problem' [of transition] represented to be, in a specific policy?
- What presuppositions or assumptions underlie this representation of the 'problem'?

First, the policies were analysed to identify explicit problem representations (e.g. "There is a risk that important information gets lost") and then to establish what implicit problem representations could be seen in the texts (e.g. documents that mainly clarify "Who is responsible for what and when" implies a problem of coordination that the document intends to resolve). The question of underlying assumptions was then considered in relation to the representations; i.e. those assumptions that need to be valid for the representations to be logical (e.g. that systematic work around documentation is assumed to be important in order not to lose information). These assumptions are part of the discourses surrounding the phenomenon under study (Bacchi, 2009), and were analysed to identify any common themes that could be viewed as part of larger discourses (e.g. systematic work on documentation of information as part of a new public management discourse).

The results will first present the problematisations and then the discourses underpinning the problematisations. To fulfil the aim of the article and to gain a fuller picture of the discourse surrounding transitions in policy, the discussion will touch on another of Bacchi's analytical questions: What [subjectification] effects are produced by this 'problem'? (Bacchi, 2009, p. 2).

3. Results

First, to provide context, I address the conceptualisation of educational transition in these policy documents. National policy only regulates transitions within compulsory school when they involve a change of school – either built into the organisational structure of the schools as standard, or when individual students change school at other times. Transition is represented as a one-off event involving the transmission of information. At a local level, it is mainly the transitions built-into the organisation that are regulated – but these documents also include changes of stage within the same school. At local level, the transition encompasses activities over a longer period, but this varies significantly – from merely mentioning activities during May to June in year 6 to

including activities from January in year 6 to January in year 7. The activities at the start and end of this longer timeframe primarily involve school staff. When students are mentioned, it typically includes activities from January/February in year 6 to September in year 7 at the longest.

3.1. Problematisations in policy

The overarching and explicit problem representation in national policy is a problem of students' academic attainment: that students struggle to achieve academically following a transition. Related to this overarching problem are the following problem representations: 1) Lack of information; 2) Lack of coordination; and 3) Lack of trust.

The drop in academic attainment is assumed to be caused by a gap in support for students due to a lack of information about their needs (problem representation 1), and is evident in both national and local policies. The bill (Gov. bill. 2017/18:183) that introduced the paragraph in the Education Act also states that the support reported in Individual Education Support Plans (IESP¹) drastically decreases from year 6 to year 7 and then increases to the same levels as before the transition, which might indicate the cause of this lack of support. The information requested in policy only concerns individual students, and the information mentioned in the guidelines from SNAE and in the local application forms (though not all the information is mentioned in every document) includes: what kind of adaptations and support the student has received; whether the student has an IESP and what assessments led up to that; for students who are newly arrived migrants in Sweden, the knowledge screening that all newly arrived students in Sweden should undertake; or whether the student has been absent from school to a significant extent. The local application forms also ask whether the student has failed to achieve a pass grade in any subject; administrative information about whom to contact (school, home and, in some cases, care institutions); whether the student has any diagnoses (not specified what kind); a question labelled "social" or "social role in the group"; and "information about the student's health" (exemplified by "allergies" or "special diet").

The coordination problem (problem representation 2) is not as explicitly stated as the information problem, and is most evident at the local level, where policies are more detailed. Local policies contain a wealth of information about who is responsible for the various activities associated with the transition. The national policies only state the school to be responsible, but the local policies are more specific, which could indicate a desire to address the coordination problem. The transmission of information is primarily assigned to special

1. In Swedish: "*åtgärdsplan*". Similar documents may be called action programmes or individual education plans. In the Swedish context, students with difficulties achieving a pass grade in core subjects can receive support if a review finds that the student requires assistance that exceeds the adaptations the regular teacher can provide within standard teaching. The principal decides on this special support, and documents it in an IESP.

education needs coordinators (SENCOs), along with the teachers in year 6. In addition to the transmission of information, the creation of new classes is an activity that requires coordination. This activity involves teachers at primary level, SENCOs and students, but the school principal holds the formal responsibility. The principal is also responsible for informing parents about the transition and for planning visits to the new school.

The problem of trust (problem representation 3) is most evident in the guidelines from SNAE and one of the municipality policies. Trust is related to the transmission of information, and concerns both the student, parents and the receiving school. The policies emphasise the importance of trust and cooperation between the school and students and parents about what information should be transmitted, and notes that trusting relationships will make students and parents more positive about this process. Regarding the receiving school, SNAE's guidelines state that even when information is transmitted, the receiving school still needs to ensure that the information is valid. This could also be interpreted as a problem of trust – if information is first transmitted but then reassessed.

Underpinning these problem representations are two prominent discourses: an individualistic discourse and a new public management discourse. These contain different underlying assumptions that influence the problematisations.

3.2. Individualistic discourse

The discourse in Swedish policy surrounding educational transitions is characterised by a focus on individuals, with some exceptions in the local policies. This is evident in all problem representations. In national policy it is the individual students that make the transition, the transmission of information pertains to individual students, and in the social aspects, individual perspectives are often emphasised. The exception to the focus on the individual is that the local policies only apply to transitions that are conducted collectively for all students in a specific year, although the work surrounding these collective transitions focuses on individuals (except for the school visits, which are conducted in groups). The individualistic discourse can be described as overarching and is separated into different underlying assumptions: 1) Transition is a special education problem focusing on deficiencies in individuals; 2) Children's rights should be taken into account; and 3) Relationships are important at the time of the transition.

The underlying assumption – that transition is a special education problem focusing on deficiencies in individuals – is identified based on both the content of the information transmitted between stages/schools and the position assigned to SENCOs in the local policies. The information concerns students who are seen as needing something “other” or “extra” compared to regular teaching, and is transmitted so that the receiving school or teacher can make these adaptations from the start of year 7, which would facilitate the academic development and achievement of the student. Hence, the information

is focused on individual deviations from the norm, the norm being a student who is expected to have no problems with the transition. Deviations from the norm could, in most cases, be characterised as deficiencies, except for those students who are well advanced in their knowledge development and in need of extra challenging tasks. The transmission of information requested in the policies is less focused on what works for the student in school, their knowledge or their abilities. This kind of information is limited to what adaptations have been successful, whether the student passed the national tests at the end of Year 6, and whether the student is able to swim. This is also evident in questions about newly arrived migrant students in the local application forms; the questions do not concern their knowledge or abilities, even though the national screening material is among the information that the national policies recommend is transmitted. Instead, the questions about newly arrived migrant students concern administrative aspects, such as whether the student should study Swedish as a second language, if the parents need a translator, and if they have been in Sweden such a short time that the school receives extra funding for the student. This underlying assumption is prominent to the extent that there is almost a displacement of the meaning of the word transition [Swedish: *övergång*] making it synonymous with transmission [Swedish: *överlämning*] of information.

The second underlying assumption – children’s rights – is evident in that the transmission of information is argued to be essential for the school to fulfil the student’s right to complete compulsory school with pass grades in the core subjects, thereby becoming eligible for upper secondary school. One of the local policies also states that children have the right to be heard on issues that concern them, and that educational transition is one such issue. However, the text does not specify how this should be done, or which aspects of the transition it should concern. Similarly, the guidelines from SNAE provide examples indicating that students with special support needs documented in an IESP should be invited to participate in, and give consent to, the transmission of information about themselves. These students should also be given the opportunity to meet with representatives from both schools (the participants in these meetings may differ between schools).

Policies for creating new classes also take students’ opinions into account, stating that students should be able to express which of their current classmates they would like to continue with in the same class, while emphasising that these expressions are wishes and not choices. The students’ wishes are one of several factors to consider when creating the new classes. Regarding when and how to announce the new classes to students and parents, policies highlight (by using capital letters or bold text) that this needs to be done simultaneously for everyone – an expression of the importance of equality.

The importance of the relationships – the third underlying assumption – between individual students (and their parents) and the school staff is viewed as essential for the school transition. One of the municipal policies states that “the relationship between school staff, children/students and

guardians is one of the most important success factors in connection with transitions”, along with having a shared understanding of the student’s school situation. These relationships should be built on trust and in the case of transitions, this should be manifested during meetings regarding the transmission of information.

Visits and the creation of new classes are focused on relationships and can be viewed as exceptions to the individualistic discourse, since they emphasise the group. The importance of relationships connected to these activities is evident in the attention given to creating new classes, as reflected in the statement: “Of course you [the student] should have someone [in the new class] with whom you feel safe”. Although this statement focuses on groups, it shows that relationships are believed to affect feelings of social security at an individual level. The visits are intended to help students connect and start building new relationships with the new class members and staff. Although the texts mentioning this activity are rather brief, and in some cases the action plan only states that a visit should occur in May/June, other instances specify that visits are made to meet the new class and teachers.

3.3. New public management discourse

The new public management discourse is most visible in the problem representations transmitting information and lack of trust. Documentation and measurement are integral to the new public management discourse, in which more emphasis is placed on evaluating results than on detailed laws and regulations regarding how to implement processes. This approach also results in greater leeway for professionals to interpret the regulations (Tolofari, 2005). The information requested in the forms is partly focused on measurements of academic achievements, such as grades and test results, as well as diagnosed disabilities. The other main component consists of documentation that schools are required to produce for students to receive the support they need, e.g., IESPs. Connected to this new public management discourse are two underlying assumptions: the importance of systematic approaches, and the importance of professionalism. These are connected but there are also tensions between them.

The guidelines from SNAE state that the work surrounding transitions should be done systematically. While what is meant by this is not explicitly defined, the text can be interpreted as advocating for the establishment of and adherence to routines regarding both the continuous documentation process and its application during transitions. The use of application forms by municipalities and schools can be viewed as an effort to work systematically. In all of the municipalities studied there is at least one form that is intended for use with all students, whether this is explicitly stated or implicitly suggested (e.g. by the heading “checklist”).

Apart from working systematically, SNAE’s guidelines also emphasise professionalism as a key aspect of the transmission of information. Whether and what information should be transmitted should be based on professional judge-

ment, and the documentation should be of a professional standard. The systematic use of the same forms for all students is difficult to reconcile with the suggestion that professional judgement should guide not only *what* information to transmit but also *whether* any information should be transmitted at all.

The government bill (Gov. bill 2017/18:183) that introduced the paragraph on transition in the Education Act also suggested that the paragraph would include the phrasing “systematic transmission”. However, the government changed this, arguing that they wanted the focus to be on the individual student. If systematic transmission is not perceived as focusing on the individual student, then systematic could be interpreted as meaning “same for all”, similar to how the application forms appear to be used. Most of the forms used at local level seem to originate from the SNAE publication from 2014, and contain or request the same information, albeit with minor changes in some cases. The SNAE publication was removed in 2022, but prior to that the forms included in the publication were removed from SNAE’s webpage. The current guidelines state that this is because the forms “were no longer considered to correspond to the support they were originally intended to provide” and that they will not be replaced. This is not justified further, but it could be interpreted that the forms were not used as intended, possibly because they were applied similarly for all students.

Another tension can be found between the problem representation of trust and the underlying assumption of the importance of professionalism. One might assume that being a professional comes with a certain level of trust; however, while professional judgement should guide the transmission of information, the information should simultaneously be questioned and verified. Using Bacchi’s analytic approach, this can be interpreted as another problem representation, a lack of professionalism. Since this problem representation is implicit and primarily traceable to the national policy documents, it remains unclear whose professionalism is lacking.

4. Discussion

The Swedish policy texts include aspects that previous research has shown are important for facilitating school transitions, such as individualised support (e.g. Demkowicz et al., 2023). However, the policies represent a narrower view of support than is requested in the research – both researchers and the student respondents included in those studies also call for support in making friends and navigating the changes during the transition (Strand, 2020). In the local policies, more aspects are included, and preparation activities encompass induction visits and talks with students before they are divided into new classes – activities that previous research has shown to be appreciated by students and parents (Jindal-Snape & Cantali, 2019). One aspect that is invisible in these policies is the subject-specific collaboration between teachers as a solution to the drop in academic development (Prendergast et al., 2019). Although some elements concerning the adaptation and preparation of the students’

sense of ability might be challenging to create action-oriented policies around, these aspects are not included in the longer texts that frame and motivate the more concrete action plans. This omission may be because the policies generally conceptualise transition more as a one-off event than as an ongoing adaptation process (Jindal-Snape & Cantali, 2019).

4.1. Possible effects for students and teachers

For the teachers, the focus in national policy on transitions between schools renders them invisible; teachers are not mentioned, and a change of teacher(s) is not regarded as the kind of transition that necessitates the transmission of information. This emphasis on schools may stem from the principal being responsible for the IESP. However, adaptations – which are equally important for students – are made by teachers, so there is the risk they might not be communicated if they are not included in the national policies. Although local policies tend to facilitate the transmission of information for all transitions between stages, teachers remain overlooked: it is often the SENCO in collaboration with the teacher in year 6 who is mentioned, while the receiving teacher in year 7 is rendered passive. In the problematisations, the core of teachers' work – teaching groups of students and collaboration on subject-specific questions – also goes unrecognised, limiting their role in the transition process.

The teachers might also be affected by the problematisation of trust and the discourse on professionalism, even though it is difficult to pinpoint that it is indeed the teachers who may not be trusted, as the actors are rarely mentioned in these concerns. Additionally, the fact that teachers also go through transitions at the same time as the students is not addressed by the policies (Bagnall et al., 2020; Jindal-Snape & Cantali, 2019).

For the students, the focus on social aspects and students' rights gives them a voice in the transition process. However, this is not evident in all municipalities. What all policies have in common is the emphasis on deviations and special needs. This focus aims to facilitate the transition for students, in line with previous research. However, concentrating on deviations and deficiencies rather than abilities also risks labelling students (cf. Jindal-Snape & Cantali, 2019). This not only affects their interactions with the receiving school staff but may also impact the students' perception of their own abilities (Hargreaves et al, 2022), which is one of the key factors influencing successful educational transitions (Jindal-Snape, 2023). For newly arrived migrant students, being placed within a discourse strongly focused on special education may lead to a misunderstanding of their needs – they require support, but this support is not necessarily associated with special education. Their needs might be better addressed by Swedish-as-a-second-language teachers or native language teachers, rather than by special education teachers or SENCOs.

The transmission of information between schools gives the impression that support needs are static – that students who already have these needs will continue to have them, while those who have not encountered any problems

will not face any during the transition. A student responded in Jindal-Snape and Cantali (2019, p. 1273) that he/she wished for the school staff to “stop focusing so much on all of the disabled kids and start thinking more about the ones who aren’t disabled, because they might have problems too.” Jindal-Snape (2023) notes that school transitions are complex processes and that difficulties relating to transitions can arise at different times for different students. Therefore, conceptualising the transition as a one-off event risks being unhelpful for students who experience difficulties later in the adaptation process. The differences in what municipalities and schools include in their transition policies suggest that students’ experiences may vary depending on where they attend school.

5. Conclusion

In Swedish national and local policy, transitions within compulsory education are generally viewed as changes of school or stage, which may negatively affect students’ chances of receiving the support they need. Compared to national policy, local policies exhibit greater variation regarding the timeframe and aspects included in transition policies, with social aspects more prominent. Problematisations at both national and local level primarily relate to the transmission of information between schools or stages. There is perceived to be a lack of information, a lack of coordination and a lack of trust. These problematisations are situated within individualistic and new public management discourses that focus on special education, deficiencies and documentation, while also acknowledging the importance of children’s rights and relationships in facilitating the individual transition. There is a tension between the aims of working systematically and using professional judgement to individualise the transition process. Both teachers and students are thought to be affected by these problem representations, with teachers, particularly receiving teachers, rendered almost invisible. Although some local policies emphasise the importance of listening to students’ wishes and concerns, the most prominent position for the students is their relationship to the norm of a student who can handle the transition without extra support. This perspective implies that deviations and deficiencies are the main characteristics assigned to students, which risks affecting how they are perceived by others and by themselves. This way of representing the problem of transition may give students better opportunities for individual support, but ignores possible solutions outside the individual level, such as context or organisational aspects.

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