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## MAPPING OF BRAZILIAN RESEARCH THAT HAVE INVESTIGATED SCHOOL TRANSITION TO THE FINAL YEARS OF ELEMENTARY SCHOOL

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### Abstract

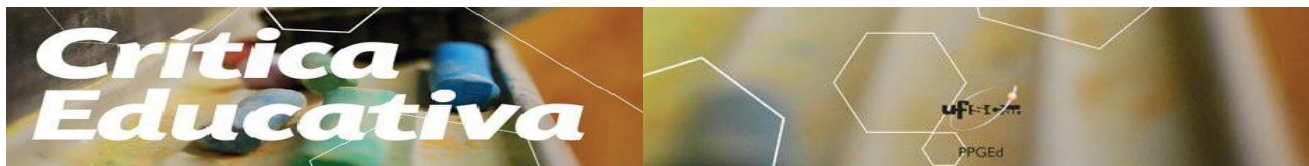
Elementary School in Brazil is managerially divided into two stages: early years and final years. The transition process between these two stages has been understood by different educators as a challenging moment; therefore, it demands support from teachers, the school and family. Besides, this process has been supported by different research developed by Post-Graduation programs. Thus, the present study introduces a map of Brazilian studies that have investigated school transition to the final years of Elementary School. CAPES Catalog of dissertations and theses was chosen to compose the analysis *corpus*, along with descriptors “School transition” and “5<sup>th</sup> to the 6<sup>th</sup>”. After data treatment, we identified 18 studies eligible to join the analysis. The selected studies were gathered into six analytical categories, namely: transition process, students’ concepts and social representations, learning, school failure, management/teachers/family relationship, shared teaching and Mathematics discipline. The analysis allowed pointing out some understanding about the School Transition process, as well as highlighting some suggestions for actions to be taken for

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school and teachers' continuous training, and evidenced reasoning about the possible impacts/effects on such a transition and on the role played by school and family within this process.

**Keywords:** School Transition; 5<sup>th</sup> to 6<sup>th</sup> year; Mapping.

## **MAPEAMENTO DE PESQUISAS BRASILEIRAS QUE INVESTIGARAM A TRANSIÇÃO ESCOLAR PARA OS ANOS FINAIS DO ENSINO FUNDAMENTAL**

### **Resumo**

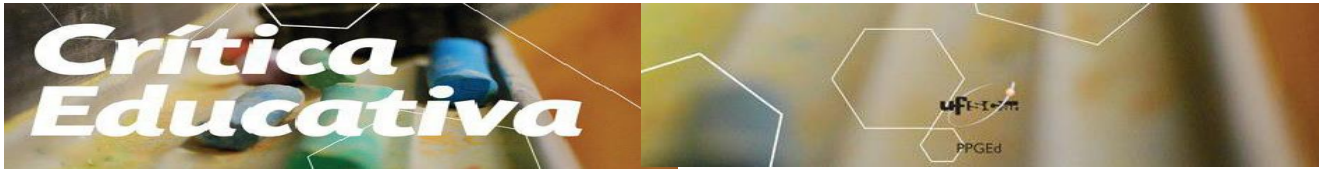
No Brasil, o Ensino Fundamental está administrativamente dividido em duas etapas: anos iniciais e anos finais. O processo de transição entre essas duas etapas tem sido compreendido por diferentes educadores como um momento desafiador e, portanto, faz-se necessário o apoio do professor, da escola e da família. Além disso, esse processo tem sido pautado por diferentes pesquisas desenvolvidas em Programas de Pós-Graduação. Assim, o presente artigo apresenta um mapeamento de pesquisas brasileiras que investigaram a transição escolar para os anos finais do Ensino Fundamental. Para a composição do *corpus* de análise foi considerado como banco de dados o Catálogo de Dissertações e Teses da CAPES e os descritores “Transição Escolar” e “5º para o 6º”. Após o processo de tratamento dos dados, identificamos 18 estudos para integrar a análise. As pesquisas foram agrupadas em seis categorias analíticas, a saber: processo de transição; concepções e representações sociais dos alunos; aprendizagem, reprovação e fracasso escolar; relação gestão, docentes e família; docência compartilhada e disciplina de Matemática. Após análise foi possível: sinalizar algumas compreensões acerca do processo de Transição Escolar; apontar algumas sugestões de ações para a escola e para a formação continuada dos professores; refletir sobre os possíveis impactos/efeitos dessa transição e, também, sobre o papel da escola e da família nesse processo.

**Palavras-chave:** Transição Escolar; 5º para o 6º ano; Mapeamento.

## **MAPEO DE LA INVESTIGACIÓN BRASILEÑA QUE INVESTIGÓ LA TRANSICIÓN ESCOLAR A LOS AÑOS FINALES DE LA ENSEÑANZA FUNDAMENTAL**

### **Resumen**

En Brasil, la Educación Básica se divide administrativamente en dos etapas: años iniciales y años finales. El proceso de transición entre estas dos etapas ha sido entendido por diferentes educadores como un momento desafiante y, por lo tanto, es necesario el apoyo del docente, de la escuela y de la familia. Además, este proceso ha sido guiado por diferentes investigaciones desarrolladas en Programas de Posgrado. Así, este artículo presenta un mapeo de la investigación brasileña que investigó la transición escolar a los años finales de la Enseñanza Fundamental. Para la composición del *corpus* de análisis, se consideró como base de datos el Catálogo de Disertaciones y Tesis de la CAPES y los descriptores “Transición Escolar” y “5º a 6º”. Después del proceso de procesamiento



de datos, identificamos 18 estudios para integrar el análisis. Las investigaciones se agruparon en seis categorías analíticas, a saber: proceso de transición; concepciones y representaciones sociales de los estudiantes; aprendizaje, fracaso y fracaso escolar; gestión de relaciones, profesores y familia; enseñanza compartida y disciplina matemática. Después del análisis, fue posible: señalar algunas comprensiones sobre el proceso de Transición Escolar; señalar algunas sugerencias de acciones para la escuela y para la formación permanente de los profesores; reflexionar sobre los posibles impactos/efectos de esta transición y también sobre el papel de la escuela y la familia en este proceso.

**Palabras clave:** Transición Escolar; 5° a 6° año; Mapeo.

## 1. Introduction

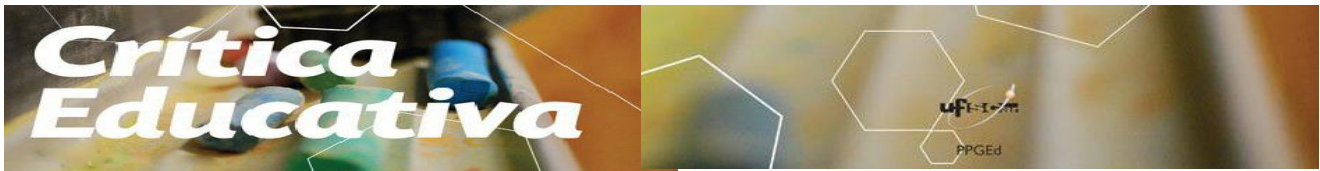
The School Transition process from the early (EY) to the final years (FY) – from the 5<sup>th</sup> year to the 6<sup>th</sup> year - of elementary school can be a complex change for students. It is so, because when students enter this stage they face a very new reality. The contact with many teachers require a new behavior from students, a fact that also changes affection bonds.

It is important highlighting that elementary school, in Brazil, is managerially divided into two stages: EY and FY. However, we understand that it concerns one single teaching stage that demands Education Secretariats to suggest articulation strategies focused on ensuring educational process continuity and on mitigating the impact felt by students. It is so, because the pedagogical work organization at EY is different from that at FY, since teachers acting in EY are multitask, i.e., they work with knowledge from all disciplines in the discipline matrix, whereas those working in the FY of it have specific training in a given knowledge field.

The aforementioned scenario shows the importance of thinking about the transition from EY to FY, as provided on Art. 26 of Resolution n. 7:

State and municipal systems must establish especial forms of collaboration in order to provide Elementary School and the serial articulation between the first stage, often on the hands of the municipality, and the second stage, provided by the State, in order to avoid barriers to the access of students who are transferred from one network to another to finish this mandatory school cycle; it is done to ensure the ‘organicity’ and completion of the school formation process. (BRASIL, 2010, p. 9).

According to the National Discipline Matrix Guidelines for Elementary School (BRASIL, 2013), the transition from EY to FY points out remarkable difficulties, since decentralization marks the division of this school stage. Students use to feel the new demands from this new format, and it



also influences their educational performance. These obstacles, just as other ones faced by students at the EY/FY transition in Elementary School, require special attention from schools and teachers at the time to reorganize institutions' Political-Pedagogical Projects. According to the National Discipline Matrix Guidelines for Elementary School:

Even within Elementary School, it is necessary taking care of the transition flow from the Early Years to the Final Years, when the child starts to have several teachers in charge of different components and activities, a fact that makes study systems and the relationship with the teachers more complex. (BRASIL, 2013, p. 20).

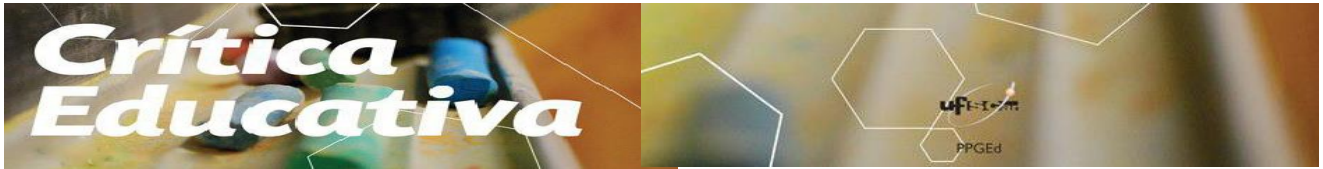
We understand that there is concern with avoiding ruptures related to the EY/FY transition. According to Dias-da-Silva (1997), this rupture has been in course since the old movements from primary school to elementary school, which had impact on the high level of school failure cases. Besides the procedural rupture in the education process highlighted by differentiated relationships, discipline matrix organization and methodological approaches, one finds disruption in affection bonds between teachers and students.

The fifth grade is a crossing point. However, this crossing has no defined pace. It seems that there are only warnings about the transition, but there are no previous preparations for students or teachers. This crossing is disclosed by different knowledge and deeds linked to the routines of "primary" and "secondary" teachers, at the 4<sup>th</sup> and 5<sup>th</sup> grades. This crossing has no bridge. It is much more of a rupture than continuity... (DIAS-DA-SILVA, 1997, p. 126)

We must pay close attention to it in order to avoid strong impacts during the transition process and to make sure that learning will be sequential, without losses to students. Based on the National Discipline Matrix Guidelines for Elementary Education (BRASIL, 2013, p. 120):

It is essential overcoming issues located in the crossing from the initial years to the final ones of this stage, which derive from two different teaching transitions. Students, by changing from the generalist teacher of the Early Years to specialist teachers from the different discipline matrix components, use to feel the several demands they have to cope with, which are created by the large number of teachers in the Final Years (BRASIL, 2013, p. 120)

Thus, we understand that the transition must be seen as educational process belonging to Elementary School students' development. Therefore, at this challenging moment, it is essential having support from teachers, the school and family, so that these students can cross the transition in such a fashion that their educational evolution is not compromised. The role of teachers, at this



moment, must be that of motivators aimed at boosting dialogue and at allowing students to share their experiences and anguish.

Accordingly, it is essential investigating how School Transition from EY to FY is addressed in different research, as well as its contributions to the best understanding of this school cycle. Thus, the aim of the present article was to introduce a map of research about this topic carried out in Brazilian Post-Graduation Programs, in Masters and PhD courses.

## 2. Mapping Composition

We chose CAPES Database of Dissertations and Theses for study elaboration by taking into account research defended from 2013 to 2020<sup>4</sup>; we used descriptors “School Transition” and “5<sup>th</sup> to 6<sup>th</sup>”. We considered the perspective from Fiorentini et al. (2016), which suggest that mapping is

A systematic process to screen and describe information about research carried out in a specific study field and that covers a given space (place) and time period. This information regards the physical aspects of this production (by describing where, when and how many studies were produced over the assessed period-of-time and who were their authors and participants), as well as their theoretical-methodological and thematic aspects. (FIORENTINI et al., 2016, p. 18)

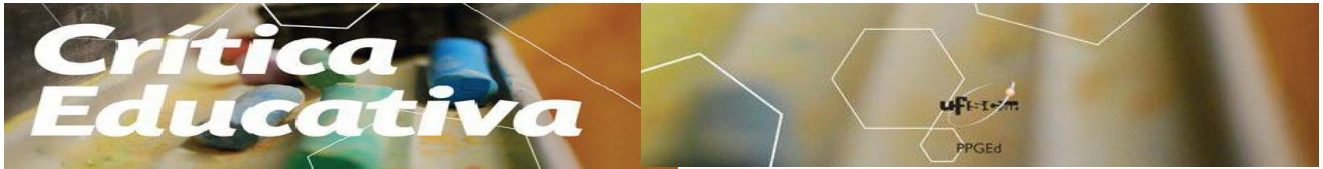
Initially, 35 studies were found<sup>5</sup> when the herein described criteria were taken into consideration, 12 were dissertations of professional Master’s Degree, 17 were Academic Master’s dissertations and 6 were PhD theses. It is important pointing out that, if we take into account descriptor “School Transition”, we identified a duplicated research. In order to avoid such distortions, we only accounted this study once.

The chart below depicts the search made in CAPES Database of Dissertations and Theses:

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<sup>4</sup> The choice for this time cut was made due to the fact that this was the time when theses and dissertations were inserted in Sucupira Platform in digital format

<sup>5</sup> Accessed on December 31, 2020.



**Chart 1:** Research found in CAPES dissertations database

Level/Modality	“School Transition”	“5th to 6th”	Total
Academic Master’s Degree	10	9	19
Professional Master’s Degree	5	5	10
PhD	4	2	6
<b>Total</b>	<b>19</b>	<b>16</b>	<b>35</b>

**Source:** Elaborated by the authors (2020).

We built a repository for dissertations and theses based on this dataset, as well as elaborated a file, in Word package, with the research results. It is essential highlighting that only 29 of the 35 research related to the topic had their full text available for access in the Dissertations Database.

We have refined our study for research focused on School Transition from EY to FY of Elementary School in order to proceed with the research analysis; thus, only 18 of the 29 research available for access were selected for the present study.

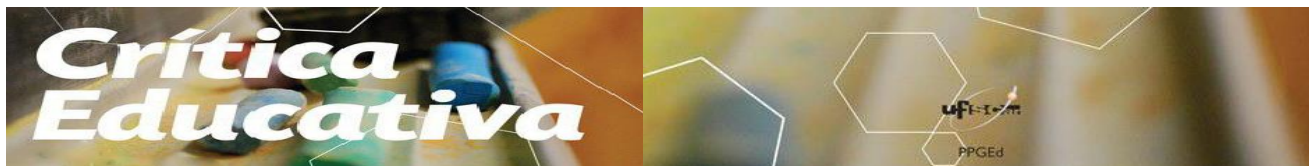
After the screening process, we read all the articles to identify common points among them and to categorize them into study focuses:

**Chart 2:** Categorizing research about school transition from the early years to the final years of elementary school

Focus	Research
Transition process	Novatzki (2015), Azevedo (2017), Plácido (2017), Cassoni (2018), Reis (2018), Moraes (2019), Cozer (2020)
Students’ concepts and social representations	Granier (2017), Siqueira (2019)
Learning and school failure	Santos (2016), Paula (2018), Santos (2020)
Management/teachers/family relationship	Almeida (2017), Rios (2020)
Shared teaching	Nunes (2018)
Mathematics Discipline	Melin (2013), Castanho (2015), Furtado (2018)

**Source:** Elaborated by the authors (2020).

Below, we introduce the assessed research, based on the previously indicated categorization.



## 2.1 Research regarding the School Transition process from the yearly to the final years of Elementary School

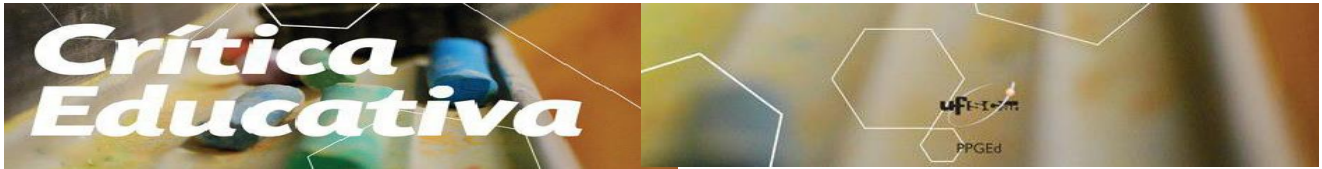
By analyzing research that addressed this analytical category, it was possible perceiving that two of them (NOVATZKI, 2015; AZEVEDO, 2017 and COZER, 2020) presented elements that have helped us understanding the transition process. The other three studies (PLÁCIDO, 2017; REIS, 2018 and CASSONI, 2018) presented reflections that have contributed to the best understanding of possible issues and impacts that the School Transition from the early to the final years of elementary school can have on students' lives. Thus, we made the option for introducing studies belonging to this category, which follow this perspective.

## 2.2 Research addressing the School Transition process

When we analyze the aims of the research carried out by Novatzki (2015), Azevedo (2017) and Cozer (2020), we can observe concern with understanding the School Transition process. The chart below introduces the general and specific aims of these studies:

**Chart 3:** Aims of the assessed studies that addressed the school transition process.

Research		Aim(s)
Novatzki (2015)	General	Diagnosing and analyzing students' development in practical writing activities at two learning stages, in the transition from the 5 <sup>th</sup> to the 6 <sup>th</sup> grade in two public schools in Paraná State's hinterlands.
	Specific	1) Observing the domain level of written language practices through the text production of some students; 2) Discussing the main difficulties pointed out by some teachers and pedagogical teams; 3) Comparing teachers' viewpoints to those of the pedagogical team; 4) Comparing results found in topic 3 to students' analyzed texts; and 5) Identifying and analyzing aspects taken as significant in the transition from initial grades to final grades.
Azevedo (2017)	General	Understanding how students relate to the school context during this transition time by building new meanings for adjustment to the new school.
	Specific	a) Identifying the features of acquisition processes of new knowledge and repositioning with emphasis on the new forms of relating to others who can emerge from this transition. b) Identifying and analyzing the role of possible semi-optical resources used in this transition. c) Identifying and analyzing the imagination function in processes that lead to the reconstruction of meanings observed in this transition.
Cozer (2020)	General	Investigating the processes that take place at transition time, from the 5 <sup>th</sup> grade to the 6 <sup>th</sup> grade of elementary school and how teachers' continuous training by the pedagogical coordination helps understanding this move.
	Specific	a) Building the knowledge status and concepts of topics approached in the research; b) Elaborating a theoretical corpus to subsidize the study – it must dialogue with the teaching practice, with the work by the pedagogical coordinator and with teachers continuous training in school



		<p>environment; c) Investigating processes that take place at transition time from EY to FI of Elementary School from the perspective of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade students who have experienced the transition process by taking into consideration the viewpoint from the pedagogical coordination and from teachers, and, yet, elaborating mediation mechanisms between students and teachers based on continuous training performed by the pedagogical coordination in the space.</p>
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**Source:** Elaborated by the authors (2020).

Novatzki (2015) sought to trigger a theoretical discussion by highlighting how changes taking place throughout the evolution of the written and spoken culture have been affecting the understanding about the meaning of each one of these terms in modern times by approaching some consensus and contradictions that have been gaining room lately in the school system.

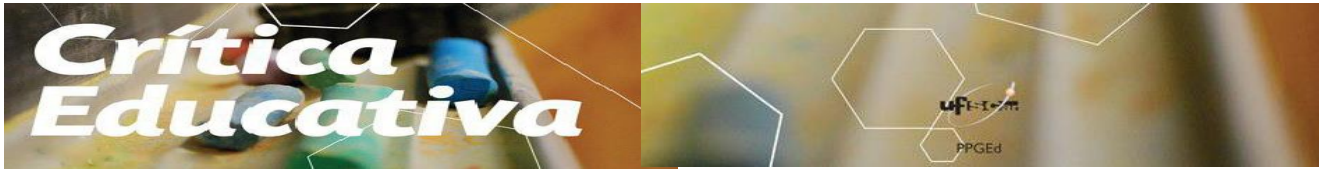
Azevedo (2017) substantiated her research on the Cultural Psychology oriented to investigating the semi-optical, cultural and social nature of human experiences linked to the emergence of new forms of conduct and to adjustment heading towards the future.

Both studies used the qualitative approach methodology. Novatzki (2015) adopted classroom observation as data collection instrument, as well as interviews with teachers and pedagogical teams, and analyses of written productions by some students. Some students from the 5<sup>th</sup> grade and five teachers of initial grades from a municipal school participated in her study, as well as two 6<sup>th</sup>-grade teachers and some 6<sup>th</sup>-grade students who had come from a municipal school to this State school.

The research by Azevedo (2017) is moored on an ideographic perspective whose science is substantiated by the selection of unique cases; each one of them is assessed based on its specificities, since it takes into account the experience of an individual as singular phenomenon taking place in a space and time that only belong to this very individual. Laila, Sabrina and Paulo (fictitious names) participated in this study as three case studies, all of them were 11 years old. These students were selected among new students enrolled in the 6<sup>th</sup> grade of Colégio de Aplicação (CAp) of Federal University of Pernambuco (UFPE).

Cozer (2020) carried out a qualitative research that was classified as research-action with descriptive-interpretative focus, and with theoretical support from a bibliographic study; the author used conversation rounds with classes related to the transition process as data collection technique (5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade). With respect to the transition from the 5<sup>th</sup> to the 6<sup>th</sup> grade of elementary





school, it was possible observing seven categories from students' perspective that have represented the main processes assumingly taking place during transition: migration to multi-teaching systems, teaching and learning process, family guidance, indiscipline, school performance, school shift and teachers' profile. From teachers' perspective, there were five categories that registered weaknesses related to the dynamics of the teaching and learning process experienced by students at transition time, namely: immaturity, dependence and lack of limits, professional profile, multi-teaching, affectiveness and class council. It was plausible building mediation possibilities during the observation and hearing process applied to those involved in the research, be them students, teachers, pedagogical coordination or parents.

Both authors have suggested changes in attitudes at school scope, such as activities focused on valuing these processes, on knowledge forms, and on listening what students have to say about school changes. They also suggested actions to contribute to broaden the understanding of school professionals, as well as to help teachers' initial and continuous training.

### 2.3 Research addressing likely issues and impacts on School Transition from Early years to final years

Plácido (2017); Reis (2018) and Cassoni (2018) aimed at identifying likely deadlocks and problems in School Transition from the early to the final years of elementary school, as shown in the chart below:

**Chart 4:** Aims of the assessed research that have addressed likely issues and impact observed in school transition

Research		Aim(s)
Plácido (2017)	General	Analyzing what are the issues faced by children when they get to the 6 <sup>th</sup> grade of Elementary School II in a school belonging to the municipal network of Criciúma (SC).
	Specific	a) Analyzing challenges faced by children during the transition from the 5 <sup>th</sup> grade to the 6 <sup>th</sup> grade; b) Observing children and their relationship with teachers; c) Perceiving how the adaptation process for children in the 6 <sup>th</sup> grade works; and d) Understanding why, most of the time, this adaptation period is so painful and long for children and, somehow, so fragmented.
Reis (2018)	General	Analyzing issues involved in the transition process from the 5 <sup>th</sup> grade to th 6 <sup>th</sup> grade of elementary school.
	Specific	a) Describing students' adaptation and the impacts of such an adaptation between school cycles; b) Analyzing actions taken by the school to deal with this transition; c) Proposing pedagogical actions sensitive to this transition based on the involvement of all agents conducting the teaching/learning process.

Cassoni (2018)	General	Investigating transition impact between the EY and FY on academic performance, stress symptoms, social skills, self-concept and satisfaction with life, by taking into consideration the family scope (parental monitoring and maternal schooling), school environment (location, size and IDEB scoring) and transition nature (with or without school change, with or without change in teaching network).
	Specific	a) Investigating changes and stability in differences in individual academic performance, stress symptoms, social skills, self-concept, satisfaction with life and parental monitoring perception between the 5 <sup>th</sup> and 6 <sup>th</sup> grade by assessing differences based on sex; b) Identifying likely variations in academic performance, stress symptoms, social skills, self-concept, satisfaction with life and parental monitoring in the 5 <sup>th</sup> and 6 <sup>th</sup> grades, due to school variables (IDEB score, size and location), family (monitoring and maternal schooling) and transition; c) Investigating changes and stability in individual differences in academic performance, stress symptoms, social skills and self-concept, satisfaction with life and parental monitoring perception between the 5 <sup>th</sup> and the 6 <sup>th</sup> grades due to school, family and child variables assessed in the 5 <sup>th</sup> grade, predictors of academic performance, stress symptoms, social skills, self-concept and satisfaction with life in the 6 <sup>th</sup> grade.

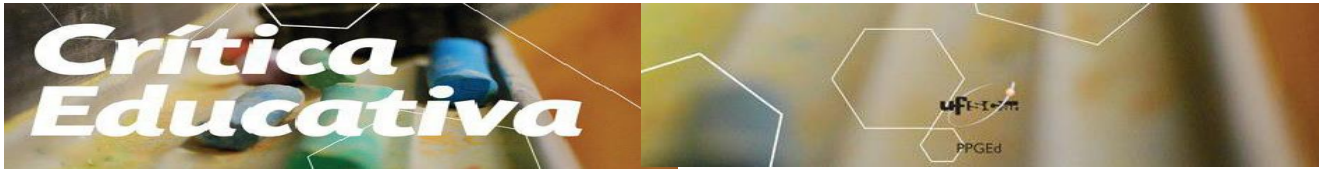
**Source:** Elaborated by the authors (2020).

As it was possible observing, both scholars sought to understand the reasons why Brazilian students feel the straight impact from School Transition from the 5<sup>th</sup> grade to the 6<sup>th</sup> grade of elementary school. Accordingly, the aim was to understand and analyze this issue by taking into account social, cultural and emotional aspects.

All authors used the qualitative approach methodology in their research. Plácido (2017) used observations and interviews with research groups formed by 10 children in the age group 10-11 years (7 girls and 3 boys, mostly coming from low-income class parents) as data collection instrument.

Cassoni (2018) used two data collection stages, one before and another after transition. The research was carried out in 15 municipal schools that provide the early years of elementary school. Two classrooms were selected in each school, except for a certain school that had its only 5<sup>th</sup> grade class included in the study. The selected classes totaled approximately 50 to 70 children enrolled in the school's 5<sup>th</sup> grade. This total was added with 5<sup>th</sup> grade students who have participated in the previous study carried out by Fiorentini-Zanini (2013) and who were not in the selected classes.

Reis (2018) used observation performed in Paulo Freire 6<sup>th</sup> grade class, observation in Class Council meetings (it was composed of school principal, pedagogical supervisor and Paulo Freire 6<sup>th</sup> grade teachers), besides a focus group with teachers and 6<sup>th</sup> grade teachers of Monteiro Lobato Municipal School, as data collection instrument.



Reis (2018) found decrease in the learning rate, lack of interest, lack of discipline, discipline failing, school dropout, among other features, as his main results. His study showed that transition is seen as a time of conflict in the learning process, given the discontinuity of courses between teaching levels and human development, the weakness of teaching in the first stages of elementary school for students who enter adolescence, not mentioning the affection bonds between student and teacher.

Accordingly, Reis (2019) points out that the school community must understand the importance of family affection in the classroom so that students can feel welcomed and respected, rather than threatened. Furthermore, it points out that it is necessary reasoning about benefits from this relationship as factor facilitating the teaching/learning process and the child’s general development, mainly during the transition time.

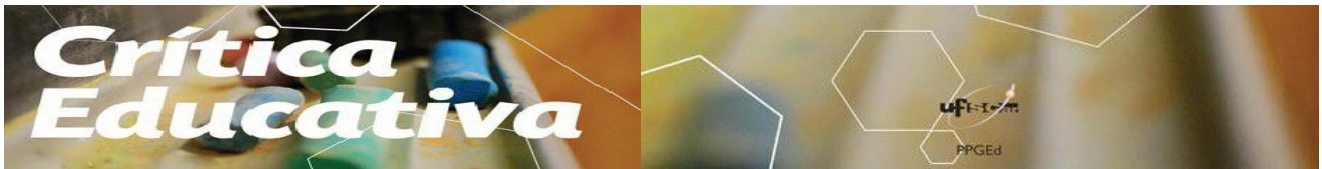
Based on Reis (2019), the transition from the early to the final years of Elementary School is a time marked by significant changes that, altogether, can compromise the success of school history and influence the child’s cognitive development and emotional aspects. This target public feels better during transition as it feels more supported by significant people surrounding it. Thus, we can understand that the transition can be perceived as a new beginning, an opportunity for children to rewrite their own history.

## 2.4 Research regarding 6<sup>th</sup> grade elementary school students’ concepts and social representations

Next, by analyzing the research by Granier (2017), we can see the search for understanding the School Transition process from the viewpoint of 6<sup>th</sup> graders, similar to the research by Siqueira (2019), who aimed at analyzing the social representations of School Transition focused on discipline “Sports”.

**Chart 5:** Aims of research addressing elementary school 6<sup>th</sup> grade students’ concepts and social representations

Research		Aim(s)
Granier (2017)	General	Disclosing the viewpoint of elementary school II 6 <sup>th</sup> grade students about the school transition process.
	Specific	a) Presenting graphics with the view of 6 <sup>th</sup> grade students about the education school transition process from the 5 <sup>th</sup> grade to the 6 <sup>th</sup> grade



		of elementary school II; b) mapping and categorizing the view of research collected through the two used data collection instruments; c) Assessing, in loco, in the PPP prescribed for the two schools, the writings about School Transition; d) presenting an educational guide with educational actions for the pedagogical treat in the 6 <sup>th</sup> grade.
Siqueira (2019)	General	Analyzing students' social representations about the transition from the 5 <sup>th</sup> grade to the 6 <sup>th</sup> grade, and how it takes place in Sports classes.

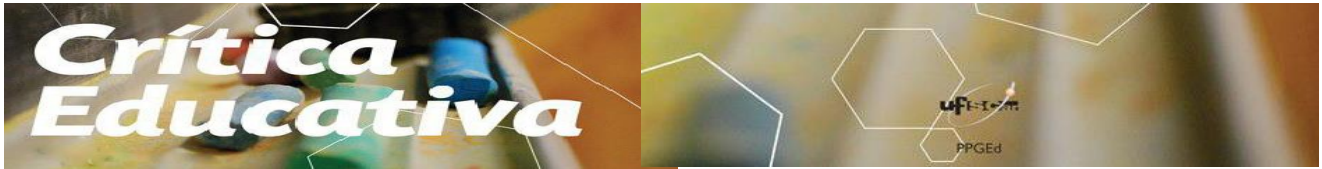
**Source:** Elaborated by the authors (2020).

Granier (2017) and Siqueira (2019) adopted the qualitative research approach perspective.

Granier (2017) assessed 210 students from the 6<sup>th</sup> grade, from 6 classes from the final years of elementary school, who were enrolled in the morning and afternoon shifts, in two schools of the municipal public network of Serra County, Espírito Santo State. He showed students' concepts about the 6<sup>th</sup> grade and observed stress, low school performance, lack of integration with/affection from teachers. He also showed lack of education actions in the two assessed schools in order to help students facing the school transition process from the 5<sup>th</sup> grade to the 6<sup>th</sup> grade, mainly when it comes to a new school organization marked by significant increase in the number of disciplines and teachers. He points out the importance of thinking about actions that could help students to understand that each teacher has its own teaching methodology.

Siqueira (2019) performed a study with 67 students, 37 from the 5<sup>th</sup> grade of Carlos Marques School and 30 from the 6<sup>th</sup> grade (16 students from Wladimir Rodrigues School and 14 from Leon Oliveira School) involved in the transition from the 5<sup>th</sup> grade to the 6<sup>th</sup> grade. She pointed out that most students in the 5<sup>th</sup> grade have stated that the transition from the 5<sup>th</sup> to the 6<sup>th</sup> grade would be a hard time. Some of the aspects screened by them were: to get used to a different school, to make new friends, to socialize, to live with new people, to manage a new dynamics of classes (50 minutes) and the exchange of eight teachers, increased responsibility, accumulation of tasks, tests, discipline matrix components and notebooks, as well as Sports – it would be much harder and serious due to the use of handbooks and sports contents.

When students enter the 6<sup>th</sup> grade, they feel the transition from one cycle to another, due to the confirmation of changes observed by all 30 interviewees. School emerged as environment of intense personal relationships and of challenging conviviality, which are evidenced by the sense of being lost in a school bigger than that of the 5<sup>th</sup> grade. They face a hard time making new friends



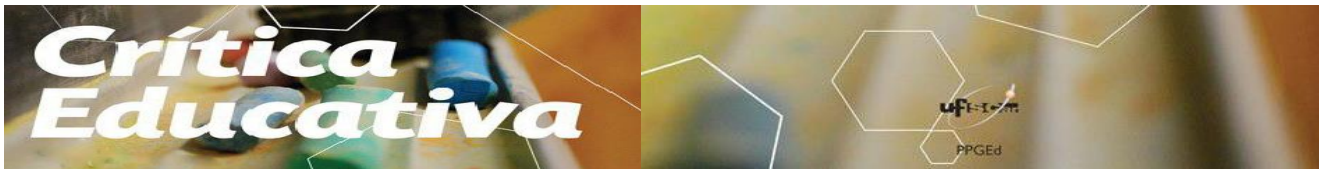
and socializing at lunchtime with students enrolled in other grades. The new responsibilities were also overwhelming for them, they observed the dynamics of paying closer attention to the classes, of writing faster, of accomplishing the tasks, of organizing notebooks and of following the change of teachers every 50 minutes, a fact that reflects on the time available for setting closer bonds between students and teachers. It was possible observing that community, common sense, and social and historical experiences had straight influence on the construction of students' social representation. It also happened due to the strong influence 5<sup>th</sup> grade teachers have on students' construction of the 5<sup>th</sup>-6<sup>th</sup> grade transition social representation.

### 2.5 Research about learning and school failure in the School Transition process from the early to the final years of Elementary School

It is common for elementary school students to experience a very hard time throughout the 5<sup>th</sup>-6<sup>th</sup> grade transition, since they may not feel like belonging to that new environment and to the new contents. Accordingly, several students end up facing school failure due to failing some disciplines and to psychological issues. As shown in Chart 6, Santos (2016) and Paula (2018) have dedicated themselves to analyze such a problem.

**Chart 6:** Aims of research about learning, failing disciplines and school failure during the school transition process from EY to FY of Elementary School

Research		Aim(s)
Santos (2016)	General	Understanding the influence of transition on discipline failing and school failure faced by 6 <sup>th</sup> grade students of elementary school
	Specific	a) Describing the transition and adaptation process of 5 <sup>th</sup> -6 <sup>th</sup> grade students of elementary school, based on the Amazonas State context, mainly at school EEGMS; b) Analyzing the likely relationships between transition process and adaptation, and school failure in the selected school; c) Proposing an Educational Action Plan to help the teaching institution to mitigate the impacts of the students' adaptation process during the 5 <sup>th</sup> -6 <sup>th</sup> grade transition in Elementary School II when it comes to school failure
Paula (2018)	General	Investigating the causes of increased discipline failing in the 6 <sup>th</sup> grade of Colégio de Aplicação João XXIII
Santos (2020)	General	The general aim of the study was to introduce the possibilities to improve the 5 <sup>th</sup> -6 <sup>th</sup> grade transition process at EEEFM "Caboclo Bernardo, in Barra do Riacho, Aracruz, ES
	Specific	a) Assessing the causes and consequences of school disciplines experienced at school and what students have achieved in family habits that exceed their



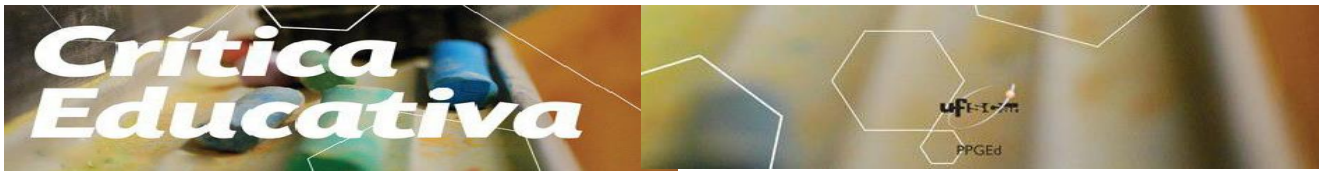
		<p>institutional rules; b) introducing theoretical concepts that guide the elementary ways to approach the discipline and the teaching-learning process at school; c) Understanding how family helps as partner in the 5<sup>th</sup>-6<sup>th</sup> grade transition at elementary school; d) Elaborating an intervention project aimed at fighting and reducing indiscipline, lack of classes and discipline failing based on the presentation of a final product.</p>
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**Source:** Elaborated by the author (2020).

The aforementioned authors have used the case study approach as methodological perspective. Santos (2016) used interviews with school managers, pedagogical coordinators, teachers and 6<sup>th</sup> grade students of elementary school from the assessed school as data collection instrument. He identified that this moment needs actions to mitigate its impacts. School failure, which is one of the likely consequences of this transition, is materialized by the high indices of discipline failing among 6<sup>th</sup> grade students. He has also shown the likely pedagogical weakness of public schools when it comes to students' adaptation throughout the transition to the final years of elementary school.

With respect to the influence of the adaptation process, the core investigation argument was based on data collected during the field work, mainly the adaptation observed in the first two months at school, in comparison to the second two months in it, since it is possible observing a drop in students' performance – in some cases, such a problem can end up in school failure, i.e., in discipline failing. It was also possible observing that, in many cases, even approved students carry a learning deficit problem over their school trajectory. There is lack of actions focused on helping students and teachers during this process. Such a lack of actions, in association with students' learning deficit, which was mentioned by interviewees themselves, potentiates the impacts of the crossing from the first to the final years of elementary school.

Paula (2018) assessed students and their families, and used the perception from Elementary School coordinators, to understand how school sees the influence of external factors on school performance. Results found by this author about intra-school factors point towards the discontinuity of pedagogical practices, a fact that impairs adaptation to the 6<sup>th</sup> grade. Results recorded for extra-school factors show that students accounting for the best performances are the ones coming from the best socioeconomic and cultural contexts, with better family backgrounds. The school flow study carried out in the research institution evidenced that School Transition from the early to the final years of elementary school comes along with higher discipline-failing rates.



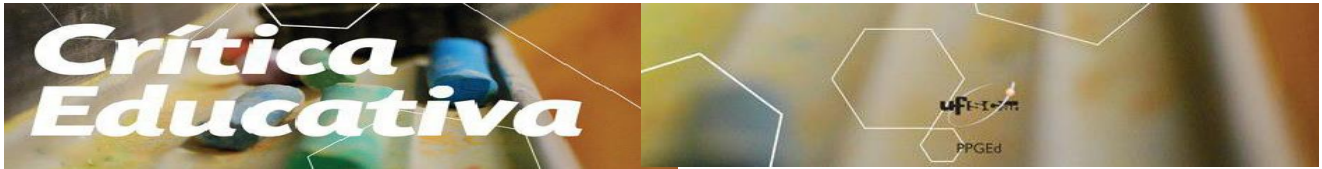
Santos (2020) carried out a research substantiated by the case study perspective; it was performed through questionnaires focused on State Elementary School and High School students and teachers of Caboclo Bernardo School, in Barra do Riacho, Aracruz, ES. This author aimed at identifying the reasons for difficulties faced during the 5<sup>th</sup>-6<sup>th</sup> grade transition process. The questionnaire was elaborated with closed and open questions, so that participants (6<sup>th</sup> grade students and teachers) could articulate their perception and that such perceptions could draw the context of existing disciplines. This investigation was based on the qualitative approach, and used bibliographic and field research as methodological design. She observed that the process to fight indiscipline can be taken as social duty, not just a school one. The pedagogical action plan aims at helping to reduce indiscipline and violence practices at “Caboclo Bernardo” school. The role of teachers and family lies on identifying these inappropriate actions and on seeking ways to break this cycle of actions along with the school managerial team. She could also observe that it is necessary building an affection and respect relationship among students, school and family, mainly during the transition process. Finally, she concluded that the 5<sup>th</sup>-6<sup>th</sup> grade transition must be natural, because one grade completes the other. It must not be dealt with as something bad, painful or ultimate. The 6<sup>th</sup> grade does not mark a beginning, but the continuity of the 9-year elementary school cycle.

## 2.6 Research about the association among management, teachers and family in the School Transition process from the early to the final years of Elementary School

Almeida (2017) aimed at investigating the association among school management, teachers and family in the School Transition process from the early to the final years of elementary school.

**Chart 7:** Aims of research about the association among management, teachers and family in the school transition process from the early to the final years of elementary school

Research		Aim(s)
Almeida (2017)	General	Investigating the role of schools' management in welcoming students who enter Elementary School II by taking into account the involvement of teachers and the relationship set with family members by observing different contexts and perspectives from each one of these institutions.
	Specific	a) Screening the repercussions of changes that transition from EY to FY II have on students; b) Assessing how schools get organized to welcome new students and how they integrate them to the new school environment; c) Analyzing the articulation between school and families as mediators of the integration process; d) Investigating the perceptions from teachers and school management teams about the new students, as well as about their families and



		their very role in the integration of their children to the new school environment.
Rios (2020)	General	Analyzing the difficulties faced by the students and the impacts of both family and school education practices on the adaptation process and school performance of students within this transition stage from the 5 <sup>th</sup> to the 6 <sup>th</sup> grade of elementary school
	Specific	a) Understanding how interpersonal relationships take place among families, students and teachers in this school transition stage; b) Identifying students difficulties, the family and school actions that influence by favoring these students' adaptation process and school performance; c) Analyzing students' concepts and perceptions about their difficulties, family and school contributions to this stage; d) Knowing the school direction board, pedagogical coordinator and teachers' concepts, perceptions and actions about the adaptation, learning and teaching process of students in this transition stage; e) developing knowledge and pointing out likely tracks of family and school actions to favor students adaptation and good school performance at this specific moment of their schooling process

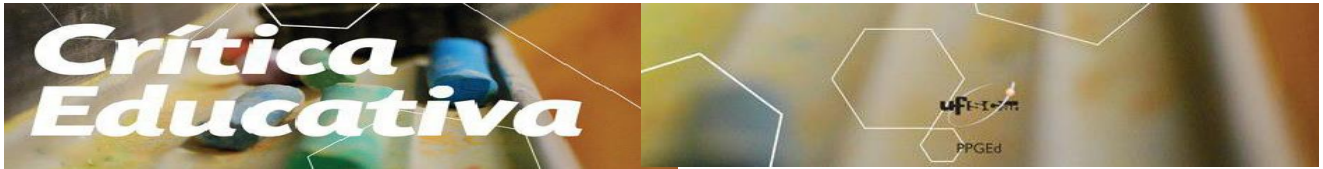
**Source:** Elaborated by the author (2020).

Almeida (2017) developed a qualitative research based on a set of collected and organized materials. It was carried out in a state public school that holds students from the 6<sup>th</sup> to the 9<sup>th</sup> grade of elementary school, and from the 1<sup>st</sup> to the 3<sup>rd</sup> year of high school, located in Tatuí County, São Paulo State, which is bond to the Teaching Bureau of Itapetininga-SP, since it is subordinated to the Coordination of Hinterlands Studies, also known as CEI. The study mainly focused on a 6<sup>th</sup> grade class, at the early years of Elementary School II.

Among the conclusions, this author highlights that, according to students, feeling welcomed by the teachers and by the school team facilitates their integration to the new environment. However, parents' responses make it clear that there is distancing between school and family daily routines. Teachers really develop activities to integrate students to school, but there is also the permanence of individual and non-integrated actions related to the attitude of the management team, which does not favor school-team formation and articulation based on students' perception. In any case, still, there is lack of a consolidated culture to bring families to the school environment, despite all the emphasis on this topic, in the current pedagogical literature.

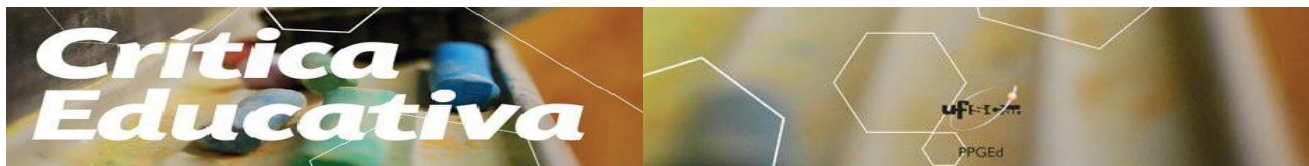
As already observed, teachers' role in the School Transition process is very important. However, the action of professionals working in schools do not have much effect if they are not well planed in order to be in compliance with that by students' families.





Rios (2020) conducted a research based on the qualitative approach of descriptive and exploratory type. In total, 10 students from the 6<sup>th</sup> grade (6 belonging to the male sex, and 4 to the female sex) participated in the study, as well as 10 teachers (1 from each discipline in the discipline matrix); 10 parents or student guardians (1 belonging to the male sex and 9 to the female sex), 1 pedagogical manager and 1 pedagogical coordinator. This author points out that, despite family changes deriving from the historical process itself, all interviewed groups value family and take it as precious asset that works as emotional basis, love and reciprocal care. Therefore, they have a concept of family that is in compliance with interlocations made with the theorists who were taken as reference in our research. All of them see family as institution of immeasurable value, either for subjects forming it or to society.

With respect to integration and communication between family and school, we have observed, in the research by Rios (2020), that interpersonal relationships among students, teachers, families and school are supported by dialogue, openness, respect and trust – it is what we have translated into harmonious and healthy relationships that account for the well-being of the educative community as a whole; it favors students teaching/learning process. As for students' difficulties during this school cycle transition stage, results have proven that they face countless challenges of pedagogical and socio-emotional order, and this process leads to feelings of instability, insecurity, stress and fear. The most significant challenges among factors determining this process were: a) drastic change in the pedagogical ritual due to the existing rupture between school routines in EY and FY of Elementary School - while in the early years, students only have two or three teachers, at most, and the main teacher is a strong reference to all students; the pedagogical routine at the final years of elementary school is featured by multi-teaching, with a sequence of classes - 50 or 100-minute long (when they are combined) - for each discipline, a fact that leads to the loss of teachers as reference and that impairs the affection bond between teachers and students -; b) students who change schools in this transition stage loose friends and all personal and spatial references of the school environment, a fact that potentiates emotional distress; c) fear of not being able to deal with the contents and to failure in disciplines is quite clear among participants.



## 2.7 Research focused on shared teaching

Nunes (2018) focused on shared teaching in his research, he aimed at identifying how this teaching modality can contribute to the 5<sup>th</sup>-6<sup>th</sup> school transition, as shown in Chart 8, below:

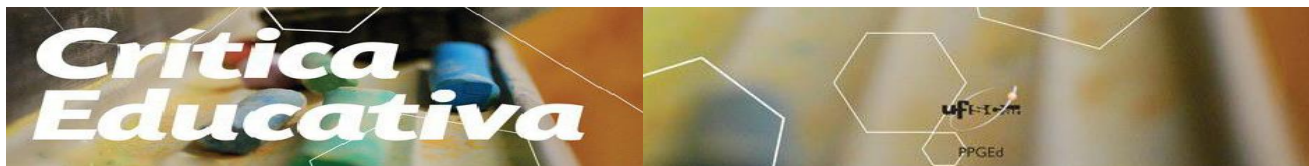
**Chart 8:** Aims of research focused on shared teaching

Research	Aim(s)	
Nunes (2018)	General	Deepening knowledge about school education developed in the cycle system and about the shared teaching practice, as well as assessing the possibilities of positive change in this teaching modality provides to the teaching/learning process in elementary school, mainly when it comes to teaching practices developed at this stage, which is marked by the transition from the 5 <sup>th</sup> to the 6 <sup>th</sup> grade.
	Specific	a) Assessing the viewpoint of expert teachers about the interdisciplinary cycle and about shared teaching developed in it for 5 <sup>th</sup> classes; b) assessing how the shared teaching modality contributes to the 5 <sup>th</sup> -6 <sup>th</sup> grade transition in elementary school; c) identifying the aspects that, from expert teachers' viewpoint, facilitate and/or impair the shared teaching practice.

**Source:** Elaborated by the author (2020).

Nunes (2018) carried out a qualitative-approach research and performed semi-structured interviews based on a previously determined script. He assessed a group of 5 expert teachers who worked and/or work with 6<sup>th</sup> grade classes, and who also are experienced with acting in the shared teaching modality. With respect to the 5<sup>th</sup>-6<sup>th</sup> grade transition, this research has shown that this process remains a hard time for both teachers and students. Yet, it has highlighted that the greatest contribution by shared teaching in the 5<sup>th</sup> grade to this transition moment lies on the fact that it allows gathering expert teachers and students before they join the 6<sup>th</sup> grade. According to the presented reports, this author highlights the knowledge about students' behavior and interaction with/in the teaching/learning process. According to the group of interviewees, this anticipated meeting enables students to get to know the teachers of the final years and it helps future relationships, the construction of positive teacher/student relationships, and the rupture of likely barriers. Thus, shared teaching is the way to set an initial bond, and this is an important step towards positively changing the transition process.

Overall, this author concluded that shared teaching has helped students to be better understood by expert teachers at this School Transition moment, a fact that makes this process more pleasant for students and for school community, as a whole.

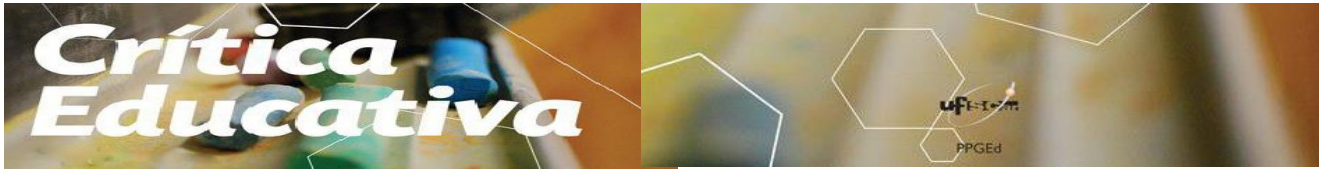


## 2.8 Studies that have investigated the Mathematics Discipline within the School Transition process from the early to the final years of elementary school

Studies that have analyzed Mathematics teaching during the 5<sup>th</sup>-6<sup>th</sup> grade School Transition period of elementary school will be shown below. Melin (2013) aimed at investigating Mathematics' classes methodology, whereas Castanho (2015) analyzed the mistakes made by 6<sup>th</sup> grade students in this discipline; Furtado (2018) observed Mathematics teaching practices in a specific school.

**Chart 9:** Aims of studies that have investigated the Mathematics discipline in the school transition process from the early to the final years of elementary school

Research		Aim(s)
Melin (2013)	General	Investigating whether the transition from Elementary School I to II presents differences in guidelines for achievement goals “learning” and “avoiding work”, and students’ perception about mathematics teacher’s welcoming towards them (sense of belonging)
	Specific	Motivational orientation towards achievement goals “learning” and “avoiding work”; (b) perception about the class structure when it comes to learning; (c) perception about the relationship with and welcoming by Mathematics teachers; (d) whether these attitudes are significant and the direction of differences in group scores in these variables between students of the two completed grades, when gender is controlled.
Castanho (2015)	General	Analyzing and classifying mistakes made by 7 <sup>th</sup> grade students of elementary school in Mathematics through “error analysis”, and testing teaching strategies for students in order for them to overcome their difficulties
	Specific	a) Analyzing and classifying mistakes made by students; b) elaborating and testing teaching strategies concerning contents students have made more mistakes in; c) applying new tests with similar questions to those in the first test in order to check the impact of the used strategies on content learning; d) Developing workshops for Mathematics teaching to math teachers related to contents that have had the highest indices of mistakes made by the students based on the analysis of mistakes in 6 <sup>th</sup> grade tests; e) Applying a questionnaire to teachers after the workshop.
Furtado (2018)	General	Identifying in the teachers’ practices for Math teaching at Colégio Pedro II the differences that can have some influence on the 5 <sup>th</sup> -6 <sup>th</sup> grade transition among elementary school students.
	Specific	a) Investigating processes that have historically organized the elementary school teaching and introducing the current scenario of this teaching stage, with emphasis on the EY/FY transition in this teaching institution; b) Understanding how internal mechanisms of the assessed institution, associated with the 5 <sup>th</sup> -6 <sup>th</sup> grade transition,



		<p>are related to Math teachers' practices and, consequently, to their students' school life – d) Finding out the practices of Math teachers in order to understand the pedagogical adaptations demanded by students crossing this school interval, besides those imposed by the institutions' internal mechanisms.</p>
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**Source:** Elaborated by the author (2020).

Melin (2013) used the theory of Accomplishment Targets and the feeling of belonging construct in her research. In total, 226 students participated in the study, 101 from the 5<sup>th</sup> grade of elementary school I from a Municipal School and 125 from the 6<sup>th</sup> grade of elementary school II from a State School. Both institutions are located in a city in Northern Paraná State.

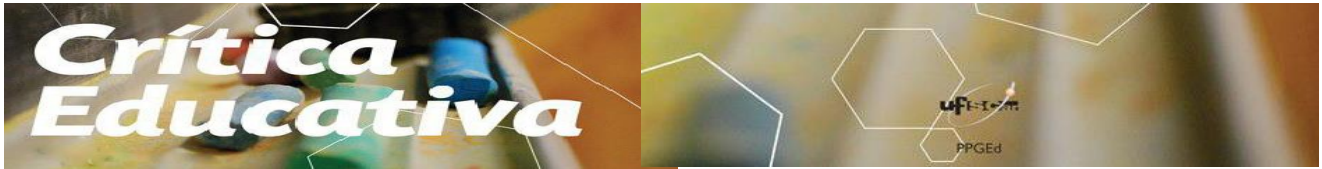
Castanho (2015) used the qualitative approach of explanatory nature in his study - a research-action based on field journal. Two 6<sup>th</sup> grade Mathematics classes of elementary school were chosen from a public network in Santa Maria/RS, since this school only has two 6<sup>th</sup>-grade classes; the first class was labeled by the author as class “A” and the second one as class “B”.

Furtado (2018) used the qualitative approach in her research, and opted for Ethnography as theoretical-methodological approach. Two Math teachers were invited to participate in the study, one of the 5<sup>th</sup> grade and the other one of the 6<sup>th</sup> grade.

Research analysis allowed inferring that one of the main issues experienced by students in the 6<sup>th</sup> grade lies on the fact that each student presents its own particularities; thus, there are different learning levels and deepening in Mathematics' contents. Accordingly, as shown by Castanho (2015), when a student presents difficulty in a given content, when it enters the 6<sup>th</sup> grade, this difficulty tends to get worse overtime. Besides, Melin (2013) has shown that differences in motivation level are observed in these students, as well as different perceptions about knowledge by teachers.

### **3. Some considerations about the performed mapping**

Research development is a great opportunity to broaden studies in the mathematical Education field in order to contribute to a high-quality teaching. Thus, we opted for using a theoretical support that is in compliance with classroom practices, since this is the best environment for the exchange of experiences and for the development of new methodological strategies.



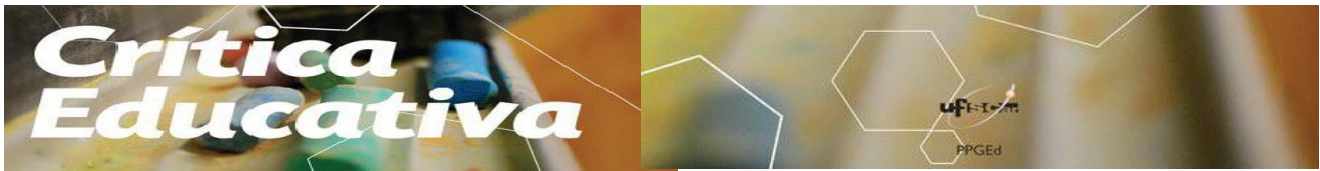
After conducting the mapping, it was possible evidencing some contributions, which will be gathered based on five axes:

**i. Understanding the School Transition process**

- (REIS, 2018) – understood it as a time of conflict in the teaching process due to the non-continuity of courses between teaching levels and human development, the weakness of teaching at the early stages of Elementary School for students who enter the adolescence, not mentioning that it reduces affection bonds between students and teachers. This author also points out that the EY/FY transition is a time marked by significant changes that, altogether, can compromise the success of school background and influence cognitive development, as well as children’s emotional aspect. Children feel better during the transition when they see that they are supported by significant people around them. Thus, one can understand that the transition can be perceived as a new beginning, the opportunity given to children to rewrite their own history.
- (PAULA, 2018) – results recorded for intra-school factors point out that discontinuity in pedagogical practices impair the adaptation to the 6<sup>th</sup> grade. On the other hand, results recorded for extra-school factors show that students accounting for the best performances are the ones coming from better socioeconomic and cultural contexts, and who count on better family backgrounds.

**ii. Action suggestions to schools**

- Developing activities focused on valuing the School Transition process by favoring the ways to get to know and to listen what students have to say about changes taking place during the 5<sup>th</sup>-6<sup>th</sup> grade transition.
- Education actions in the two schools to help students during the 5<sup>th</sup>-6<sup>th</sup> grade transition, mainly when it comes to how they get organized due to significant increase in the number of disciplines and teachers - who have different teaching methodologies students must get adjusted to in order to achieve good school performance (GRANIER, 2017)



### **iii. Suggestions of actions to teachers' continuous training**

- Proposing actions to contribute to broaden teachers' understand, as well as to their initial and continuous training.

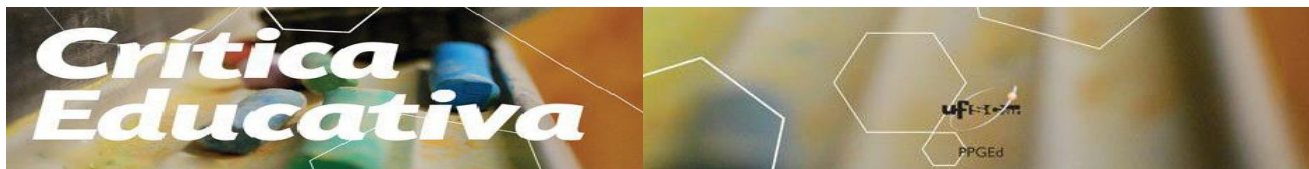
### **iv. Impact/effects of School Transition**

- Lower learning rates, lack of interest, lack of disciplines, discipline failing, school dropouts, among others.
- Stress, low quantitative school performance, lack of integration and teachers' affection (GRANIER, 2017).
- Getting used to a different school, making new friends, getting popular, living with new people, managing a new dynamics of classes – 50-minute duration – and the exchange of eight different teachers, more responsibility, accumulation of tasks, tests, discipline matrix components and notebooks (SIQUEIRA, 2019).
- Hard time making friends and setting new relationships at lunchtime with students from other grades (SIQUEIRA, 2019).
- High indices of school failure in the 6<sup>th</sup> grade (SANTOS, 2016).
- Pedagogical weakness in public schools when it comes to students' adaptation during the transition to the final years of elementary school (SANTOS, 2016).

### **v. The role of school and family in the School Transition time**

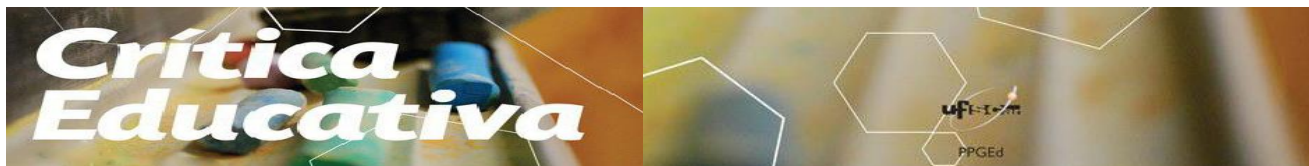
- Reis (2019) points out that the school community must understand the importance of family affection in the classroom, so that students can feel welcomed and respected, rather than threatened. Furthermore, this author highlights that it is also necessary reasoning about the benefits of this relationship as tool to facilitate the teaching/learning process and the general development of children, mainly during the transition time.

However, we expect that the herein synthesized results can contribute to the development of new research that may help improving actions focused on mitigating the impacts of school transition on students' trajectory.



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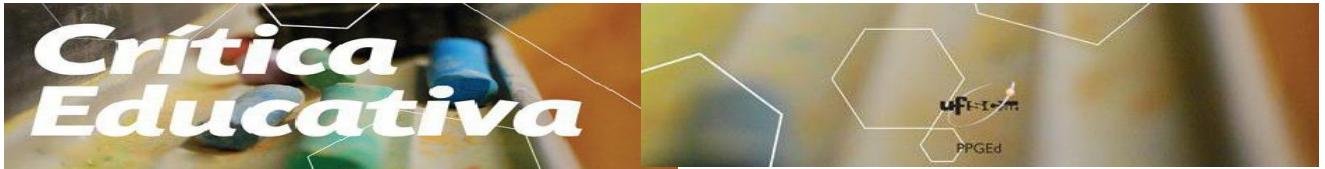
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