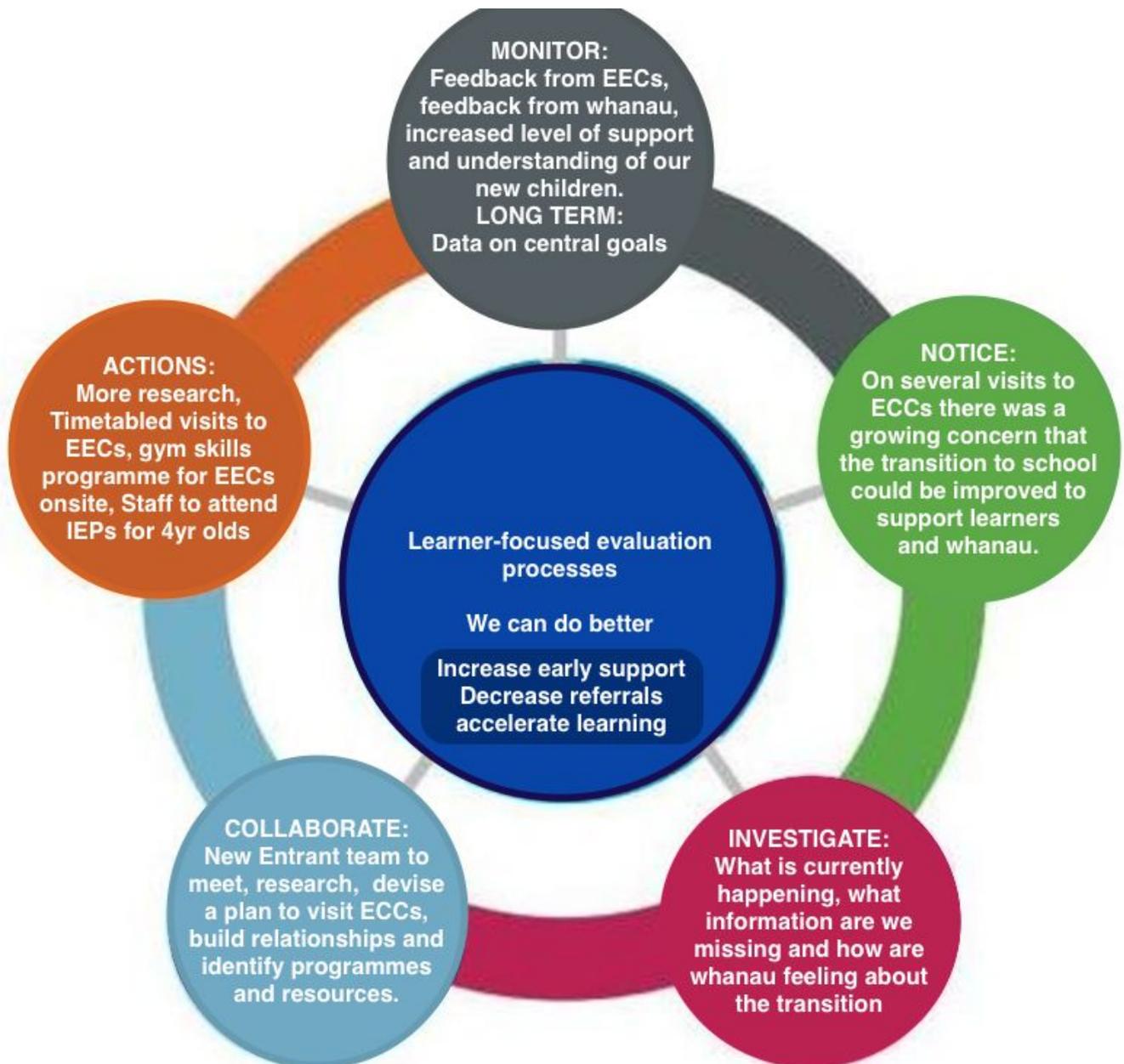


Inquiry



“The system needs to fit the child not the child fit the system”

<h2 style="background-color: #76b82a; color: white; padding: 5px;">Noticing</h2> <p style="background-color: #76b82a; color: white; padding: 5px;">What is the current feedback and problem?</p>	<p>Gathering longitudinal data that is relevant, accurate and valid so the BOT and leadership team can assess the value of prioritising resourcing and funds to the transition and support of new entrants to Silverstream School. Will higher resourcing result in less referrals and learning needs in the middle and senior school over time?</p>
<h2 style="background-color: #8e44ad; color: white; padding: 5px;">Investigate</h2> <p style="background-color: #8e44ad; color: white; padding: 5px;">What is the current situation?</p> <p style="background-color: #8e44ad; color: white; padding: 5px;">What do we need to find out?</p> <p style="background-color: #8e44ad; color: white; padding: 5px;">What does the research tell us?</p> <p style="background-color: #8e44ad; color: white; padding: 5px;">What is best practice?</p>	<p>The anecdotal evidence is extremely supportive of the programme and initiatives. The Ipurangi teacher has noticed a dramatic decrease in anxious and upset new entrants when starting school.</p> <p>Our Teacher Inquiry Group has zeroed in on two major foci from their research.</p> <ul style="list-style-type: none"> ● A greater infusion of targeted play based programmes throughout the junior school. <p>http://www.core-ed.org/legacy/thought-leadership/research/new-entrant-classrooms-re-making?url=/thought-leadership/research/new-entrant-classrooms-re-making</p> <ul style="list-style-type: none"> ● Building the capacity of oral language programmes with emphasis on experience and corresponding vocabulary. <p>http://edtalks.org/#/video/developing-oral-language-skills</p> <p>These two areas have significant recent research backing that will benefit our children socially, emotionally and educationally.</p>
<h2 style="background-color: #3498db; color: white; padding: 5px;">Collaborate</h2> <p style="background-color: #3498db; color: white; padding: 5px;">What insights have our team uncovered?</p> <p style="background-color: #3498db; color: white; padding: 5px;">What will we need to explore further?</p> <p style="background-color: #3498db; color: white; padding: 5px;">How do we implement & resource new models?</p>	<p>Collaboration between all stakeholders allows us to explore:</p> <ul style="list-style-type: none"> ● The barriers to transition. ● Individual Learning Plans for children needing extra support. ● Resources that we can contribute to support whanau and children. ● Programmes ECLs would like/need that we may be able to support. Examples may include: A digital learning programme, kapahaka, PMP, science, music or arts based programmes. ● Future resources and programmes we would like to offer our community. <p>Exploring these further is likely to create more questions and continued investigation including some major questions:</p> <p>How do we resource these initiatives?</p> <p>How do we measure the value added by these initiatives?</p> <p>If the initiatives are deemed successful, how do we sustain them?</p>

Action

What will we change and why?

What can we do differently?

Several (ongoing) actions are required in this inquiry due to the complexities of the project:

Phase 1: Build relationships, network and collect information

- Continue to timetable regular visits by the Principal and new entrant team to all the local ECLs to continue to build relationships and gather pre-data for children close to transition to Silverstream.
- Establish with ECLs what other programmes they would benefit from that we could provide. Examples may include: A digital learning programme, kapahaka, science, music or arts based programme.
- Maintain our 'Ministreamers' programme for 4yr olds that formalises visits for those intending to enrol (or pre-enrolled) at Silverstream.
- Maintain a free pre-school gymnastics programme for all the local ECLs. This is for **any 4yr olds no matter what school** they enrol in.

Phase 2: Continue to fund our Ipurangi (transition class)- use research and collaboration from ECLs to create a play based class to bridge the transition to school.

Children starting at Silverstream begin in Ipurangi - our foundation class. Here children will continue the learning journey they started in Early Childhood and at home. Ipurangi means source of a stream. We have chosen this name as children starting at Silverstream are at the beginning or 'the source' of their school journey.

All children will start in Ipurangi - our foundation class. After 4-6 weeks at school parents, teacher and the syndicate leader will meet to discuss their child's 'readiness for curriculum learning'. As a child reaches most of the indicators below, they will then move into the New Entrants class.

Some children may need more time in Ipurangi before they are ready to make the move to New Entrants.

The benefits for children include:

- Hands on, play based, fun learning.
- Gradual transition from early childhood to primary school.
- Personalised programme reflecting the needs of the children.
- Parents and Caregivers are an important part of the process and are included in decision making.
- Establishing routines for learning at school.

Each child will start formal learning when they are ready for formal learning. Resourcing and support can be put in place for early interventions.

Readiness for School

In Ipurangi our focus will be preparing children for **curriculum** learning. We have developed these ideas from Barbara Brann's Building Blocks for Learning and our own goals for children. These indicators give us some guidance on what skills and initial understandings children need at school:

- Socially
 - Be apart from their parents and left at school without anxiety.
 - Take turns
 - Listen and follow instructions
 - Manage own dressing and toileting
 - Making friends

- Physically
 - Move around the classroom easily
 - Sit comfortably without too much wriggling
 - Developing early writing skills - pencil grip, casey caterpillar shapes, use scissors etc
 - Draw a recognisable picture
 - Take part in the PMP programme

- Literacy/numeracy
 - Learn to handle books - look at books, talk about pictures, turn the pages
 - Listen to and recognise some sounds of spoken language
 - Recognise or write their name
 - Recognise some letters and sounds
 - Fun math's learning about numbers, shapes and patterns in our world and the start of maths problem solving.

- Talking
 - Speak clearly, be understood, have a growing vocabulary of words
 - Use appropriate language and behaviour to get their needs met
 - Use language to share experiences with others

Phase 4: Review Teacher Inquiry Group (TIG) investigations, findings and data.

Five teachers are registered in this group and will start with an analysis of research regarding play based learning. We will work together to find ways of collecting data and evidence around outcomes of our initiatives.

Monitor

Initial benefits of our networking and Ipurangi programme appear to have paid huge dividends. Already we have been involved in several Individual Learning Plans for 4yr olds. This has given us a huge

What is the impact?

What are we learning?

Is our plan working?

If so, is it sustainable?

insight into the challenges and support required for three children who were pre-enrolled. As a consequence we added more school visits, more support and greater communication with the families. We have accessed support networks early and put teacher aides in place where possible.

Another consequence of this networking has allowed us to build **close relationships with the Early Intervention teams** (speech language teacher, Resource Teachers of Learning Behaviour, social workers, Ministry teams) who have often been involved with these children for significant periods and have specialised expertise that we have been able to tap into.

The teacher's **anecdotal evidence** is also extremely supportive of the programme and initiatives. They have noticed a **dramatic decrease in anxious and upset new entrants** when starting school.

Our **Teacher Inquiry Group** has identified two major foci from their research.

- A greater infusion of targeted play based programmes throughout the junior school.
- Building the capacity of oral language programmes with emphasis on experience and corresponding vocabulary.

These two areas have significant recent research backing that will benefit our children socially, emotionally and educationally.

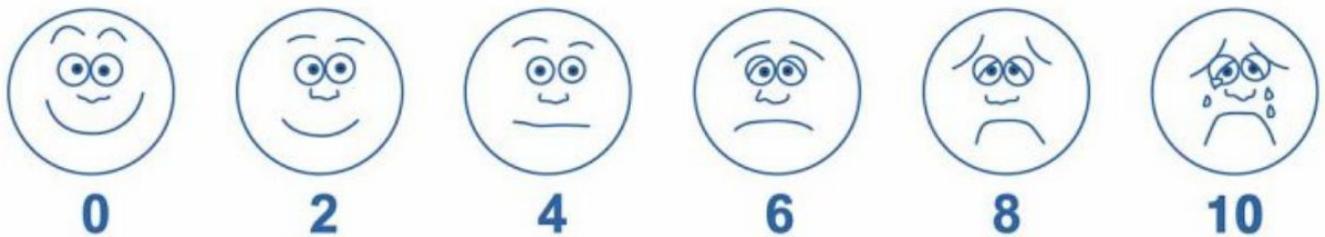
Data gathering

1. An oral language assessment for our 5yr olds is in its second year by an external assessor (Dr Jane Carroll- Research Technician). This will be reviewed and assessed again periodically.
2. Entrance surveys for new parents to the school are being issued, collected and summarised.
3. Early Childhood Centres are being surveyed to collect data on child and parent anxiety to school entry. And anecdotal feedback on the weaknesses and strengths of our programme.
4. A data gathering function within our School Management System has been constructed and is being used by teachers to help collect information on pastoral care and referrals.
5. Investigate 'Ready for School' signposts and collaborate with ELCs to collect data.
6. Overall Teacher Judgements (using standardised tests, curriculum exemplars, sample evidence and moderating) will be collected and analysed to look for trends or cohort shifts in curriculum attainment. This will look at attainment of boys, girls, Maori, Pacific and complete cohorts compared to historic data.
7. A case study investigation into school transition will be carried out on Ipurangi this year by an independent RTLB teacher who is on sabbatical. Findings will be published.

Initial data trends:

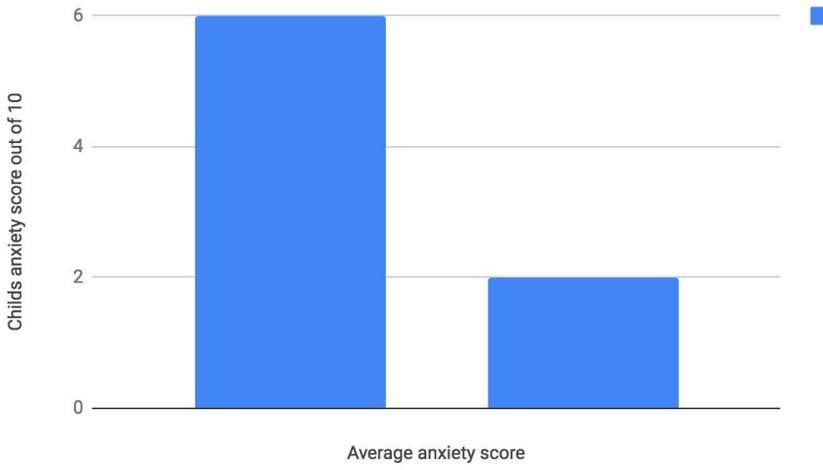
It is very early in our data collection but some interesting trends are emerging. Firstly, initial anxiety scores between the children's first visit and their first full day of school are significantly lower. First visits are currently averaging at 5.8 out of a possible 10 and first day scores at 2.3. Scores were given by children with a guidance of a visual aide to describe their level of 'worry' or 'shyness'.

Wong-Baker FACES® Pain Rating Scale

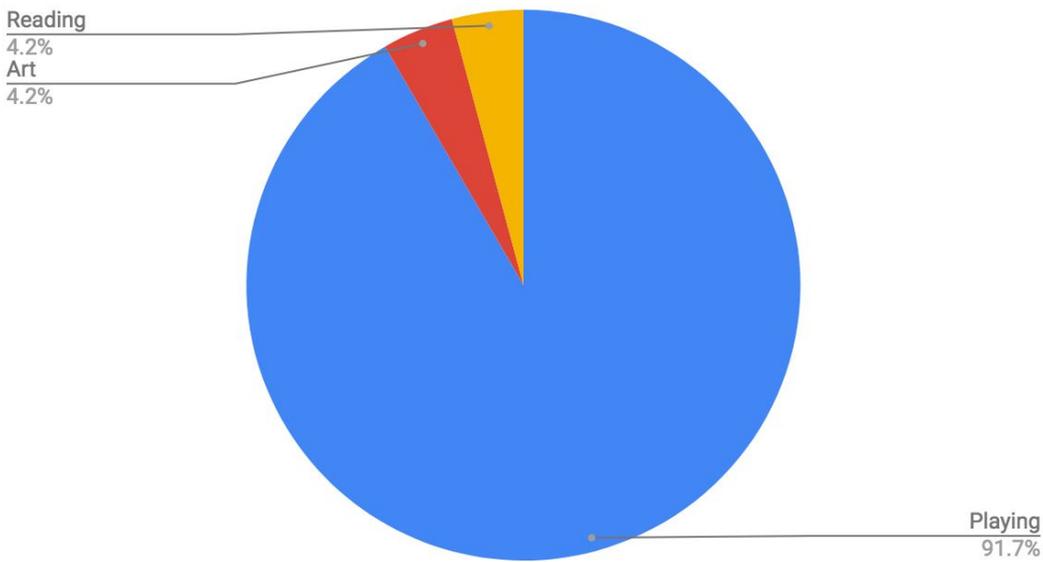


It is possible to interpret initial low scores with our gentle and caring approach, support of parents and ECE visits. Many of the anecdotal comments from parents support this view. The rapid reduction in scores for the first full school day can be attributed to many factors including parent/teacher relationship, more visits, catering for individual needs and interests. What is coming through strongly is the children's love of play. Play features significantly higher than any other activity as the best thing about school or favourite thing to do at school. In fact 92% of our sample so far rated play as their favourite activity. Play is likely helping to diminish the pressure of expectation for both child and parent.

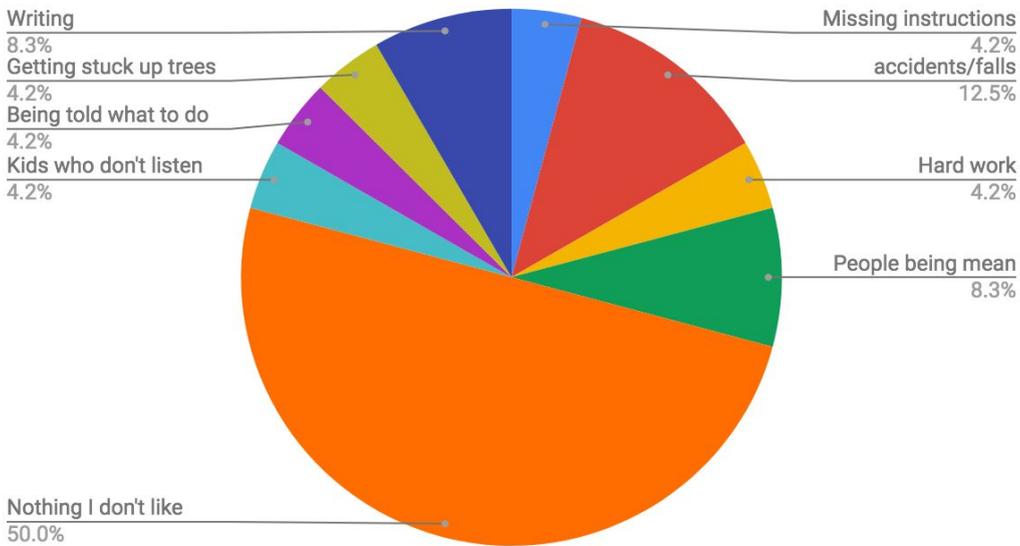
Average Pre and Post transition scores



Count of Favourite activity



Count of Things I don't Like at School



Another encouraging trend is that many 5yr olds wouldn't change anything about school and for most there was nothing they didn't like. The highest score so far for things they didn't like was falls or accidents. 100% of children had a positive descriptor of school when asked how they feel about school now.

Parent comments so far have been extremely positive with regards our transition system. 100% wouldn't change anything and many had very positive anecdotal comments.

Other data under way

Oral language study. No data available yet.

Data on referrals for support of children

It has been challenging to find pre Ipurangi data. Especially as RTLB have changed their online system in 2018. We currently suspect we are referring more children than previous years but at a much younger age. We hope this will pay dividends long term. Tracking our first Ipurangi cohort is too small of a sample size to be able to make conclusions from our data. One or two challenging children in any year group can sway the data drastically. We are recording behavioral, attendance, pastoral and academic data school-wide and are looking for ways to use this to find trends in the value added by our Ipurangi model and general early intervention.

We expect that this early outlay of resources will effectively pay for itself long term as:

1. These children will ultimately require less support moving on through the school.
2. By minimising and supporting behavioural needs early we hope to see less interruption to the cohorts learning and therefore an increase in accelerated learning.

To validate these assumptions we need to build long term data. The best case scenario would be 5-6yrs (the time these children are in primary education). As this is cost prohibitive, **we aimed to access funding for 2 more years (2018 & 2019)**. The hope is that this should give us enough data to predict trends and make conclusions as to the viability of Ipurangi and other programmes.

2017

Silverstream was able to fund the pilot year but in order to sustain this project and find out if it is viable long term we need to collect data on these cohorts as they move through the school.

June 2018

Cognition Education Trust funded our second year of this project and as a result we have been able to continue to invest in the Ipurangi model and add more rigour and systematic data collection. This second year has also allowed us to partner with the Otago University in a study focusing on oral language and play based learning.

June 2019

The Otago Community Trust has invested in year three of Ipurangi. Data gathering is becoming more entrenched and our sample size is growing. This makes our data more reliable. We also hope that trends regarding behaviour and health referrals begin to appear.

Other Agencies Involved

Ministry of Education

We have approached the local body of the Ministry of Education and they are **very** interested in this programme. I met with a delegation of three representatives to go through the journey and aspirations for Ipurangi. My request of them was for professional support, guidance and resourcing. They are able to provide a commitment to being a part of our reflection team, research models and support with research. They will also fully endorse (in writing) the educational relevance and potential of our project. They were not able to fund the initiative.

Cognition Education Trust

The Cognition Education Trust are very keen to support our data gathering and can see exciting possibilities for early intervention of 4 and 5 year olds during transition to school. We thank them sincerely for supplying **a grant to sustain a year of the project** in order to facilitate our longitudinal data gathering.

Otago Community Trust

The Otago Community Trust (OCT) are also enthusiastic about our model and can see exciting possibilities for early intervention of 4 and 5 year olds. OCT are very keen for us to share our model and findings to other schools and clusters. We thank them sincerely for supplying **a grant to sustain a year of the project** in order to facilitate our longitudinal data gathering.

Dr Jane Carroll

Jane is involved with CORE and the Otago University as a researcher with particular expertise in oral language. She has instigated a research project on the oral language of our Ipurangi children to see how oral language and play based learning can increase literacy and learning in general. This data will be independent and add rigour to our review of the value added by our Ipurangi initiative.

Early Learning Centres

10 local ELCs, their 4 yr olds, whanau, staff and early intervention teams.

The cost per annum to implement Ipurangi and the other initiatives:

Based on \$74 470 wage \$62/hr

Release of teachers to visit ECLs (2hrs/month)	\$1240
Employment of Gym teacher (.1 of a teacher)	\$7 500
Ipurangi teacher (.6 of a teacher)	\$45 000
Total	\$53 740

Excl gst.