

Transitioning from Primary to Intermediate

Waimea Kahui Ako - Glenda Earle





Culturally Responsive Transition

Successful transitions depend on the nature of the relationships between all involved. For children, their friendships, peer relationships and the relationship with their teacher appear central. Respectful, reciprocal relationships between the adults involved are also key factors. This is important for all children but seems to be especially influential for the success of maori children. Relationships support a sense of belonging and wellbeing at school, engagement in learning, learning dispositions and identity as a learner. Children, whose teachers take time to get to know them, affirm their culture, recognise and build on their prior learning, and see promise rather than deficits, reflect many of the features of a successful transition that will support their learning.

For Maori and Pasifika children, positive, responsive relationships between children, teachers and families, and culturally responsive teaching and assessment are strong themes in ensuring success.

From Literature Review - www.educationcounts.govt.nz



The emphasis should move from “the child being ready for the school, to the need for the school to be ready for the child”.

This quote applies equally at the point when a child is entering an early childhood education service, moving through that service, starting school, going to intermediate and on to secondary school and into tertiary or vocational training. When early childhood services and schools live this quote, children and young people’s learning, social, physical and cultural needs are met and the learning they have achieved in one part of the system transfers to and is built on in the next.



Transition Processes

Effective transition into school is critical for a student's development of self-worth, confidence, resilience and ongoing success at school. Schools that are very responsive to ensuring students successfully transition can demonstrate they have a real knowledge about their newly-enrolled children. They take care to translate that knowledge into providing the best possible environment and education for each and every child. Leaders make sure transition is flexible and tailored to the individual child.

ERO: Keeping Children Engaged and Achieving in Reading

Waimea Kahui Ako Transition Survey

Surveys were sent out to the primary schools and Intermediate School within our Kahui Ako.



Questions were asked of year 6 and 7 teachers and leaders, parents / caregivers of year 6 and 7 students and the students themselves.

Example questions included:

- What initiatives / processes are currently in place for transition and which one/s do you believe are the most effective?
- What information do you provide to the next teacher?
- What information do you think is important to share?
- What are you / your child looking forward to the most?
- Do you have any ideas to enhance / improve transition processes?

Note: The following slides are a collation of responses provided, in order of the frequency of responses given

Survey Information - From Year 6 Students

What are you most looking forward to about starting Intermediate?

- Technology
- Modules
- Making new friends
- Seeing old friends
- Doing new things
- Sports, PE, Swimming
- Other responses included: learning languages, uniforms, taking phones, having different teachers, harder maths, camps, art, improving my knowledge



Survey Information - From Year 6 Students

What are you most anxious / concerned about?

- Getting bullied
- Not being in the same class as my friends
- Not knowing who my teacher is
- Making new friends
- Not knowing where to go
- Other responses included: doing speeches, hard curriculum areas, meeting new teachers, not knowing teachers, forgetting homework



Survey Information - From Year 6 Students

What information would you like the Intermediate to know about you?

- That I like sport
- That I like / am good at specific curriculum areas - art, maths etc
- Know how to say and spell my name
- What my hobbies / interests are
- My medical condition - asthma, allergies, other medical
- Other responses include: getting the right sized sports uniform, academic strengths and weaknesses, how I learn best, where I am at with my learning



Survey Information - From Year 7 Students

What parts of the transition process are / were useful?

- Year 6 student visiting WIS
- Principal / DP / students visiting Primary schools
- Information evening for parents
- Extra visits for students who request them



Survey Information - From Year 7 Students

What did you like most about moving to Intermediate school?

- Lots of different opportunities (tech, modules, instruments, sports, FPS)
- Making new friends
- Range of activities at lunchtimes (scooter court, climbing trees, unicycles, library, ICT)
- More independence
- Other responses included: no little kids, ready for a change, way teachers relate to you, allowed devices, camps, new PE / fitness, buses



Survey Information - From Year 7 Students

What things did you find the most challenging about starting at Intermediate?

- Remembering timetable and events
- Not knowing who your teacher would be
- Moving to a bigger school
- Finding my way around / getting lost
- Having to make new friends
- Worried the work would be too difficult
- Other responses included: not knowing names, teachers not knowing your name, behaviour and swearing of some students, early wake up for bus, uniform, no rubbish bins, teacher pronouncing name wrong on first day



Survey Information - From Year 7 Students

What ideas do you have to improve the transition process?

- Know who your teacher is
- Know who is in your class
- Have a Y8 buddy on the first day - maybe Y8 leaders assigned to each Y7 class
- Lunch with other syndicates so you can find your friends
- More information when visiting primary schools - coloured map, video of around WIS
- When students visit WIS meet and greet their new teacher
- More communication between Y7's going back to talk to Y6's at old school
- Clarify the rules better - how things work, phones, signing up for stuff
- Adults showing students around in the afternoon visit
- Seperate Y7 and Y8 assemblies - too crowded
- Being able to choose one friend from your old school to be in your class
- Meet some teachers before coming
- Time in classrooms when being shown around
- WIS map on a billboard outside - maybe near rock or bell
- Syndicate arrows showing where syndicates are (like the place names at Kaiteriteri)
- First day signs showing where to go on the first morning



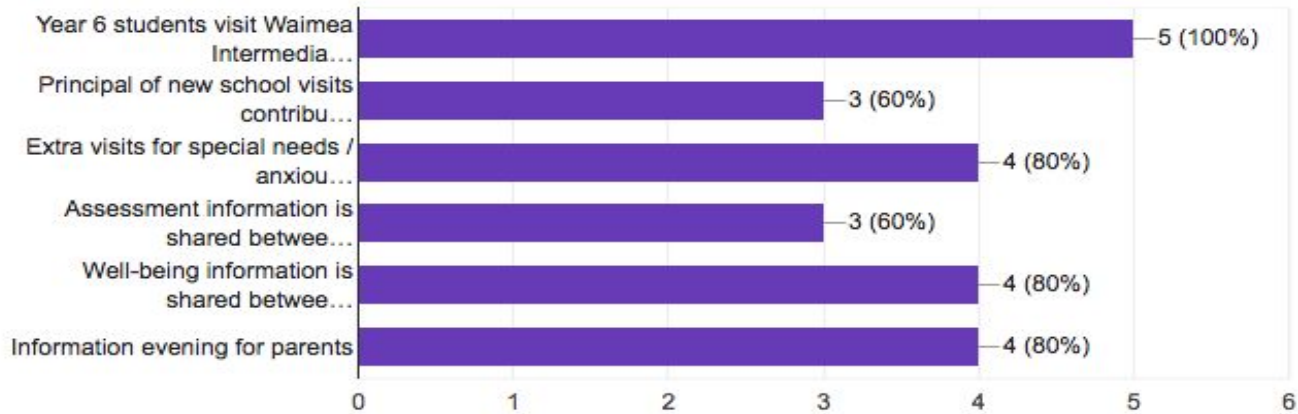


Survey Information - From Year 6 Teachers

What activities of the current transition process are valuable for your students and parents?



5 responses





Survey Information - From Year 6 Teachers

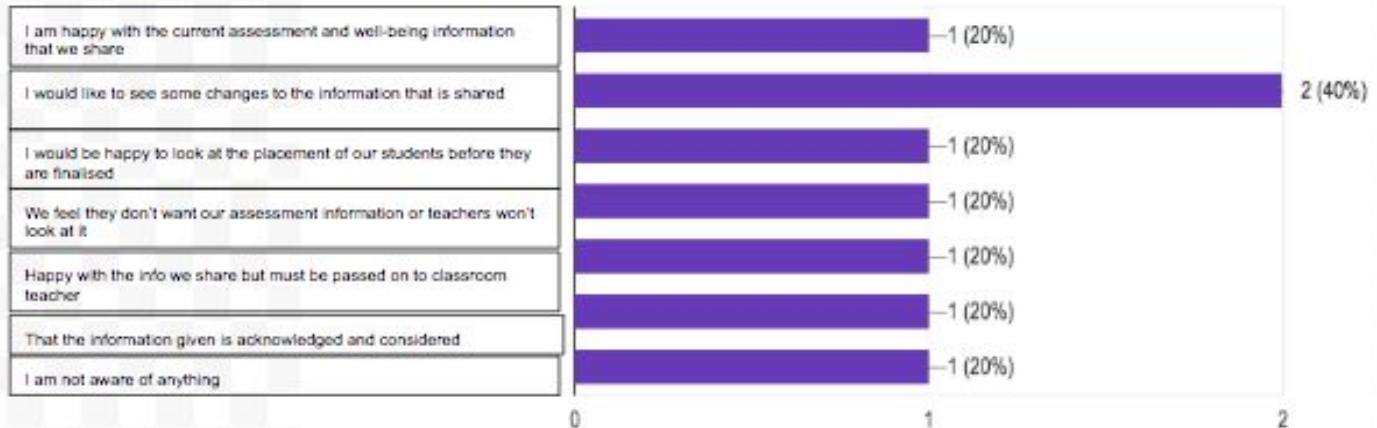
What ideas do you have to support / enhance the transition process?

- More involvement in placement of students into classes
- Discussion with DP
- Transition document compiled for each student including student voice - generic across schools
- Principal of new school visiting primary school
- Interactive videos / slideshows to engage and excite students
- Ex-pupils visiting primary schools - enthusiastic, articulate, key talking points, aware of what is required
- Year 6 students visits to Intermediate - begin with showcasing school, performances - excite students about possibilities
- Perhaps a code to identify extreme students so they are not put together
- Meet the teacher the students will have before summer holiday

Survey Information - From Year 6 Teachers


What information about students do you think is important to send through to Intermediate

5 responses

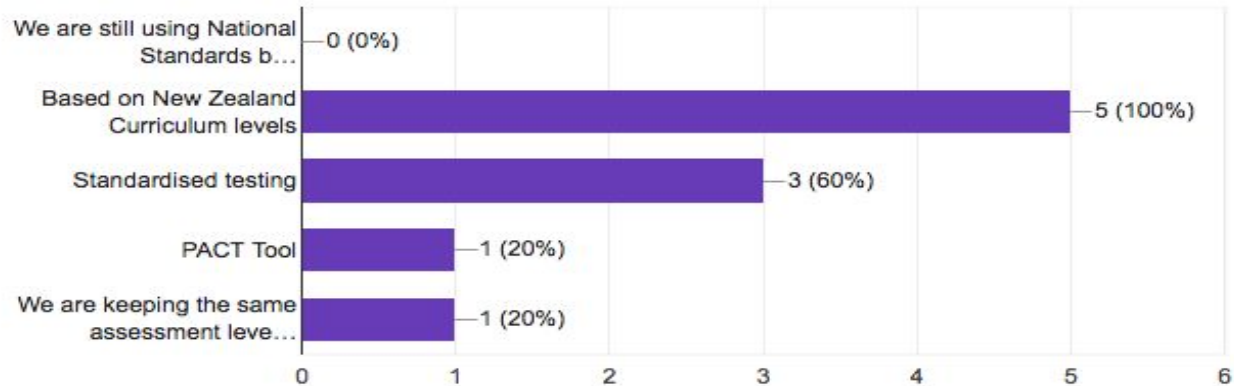




Survey Information - From Year 6 Teachers

With National Standards being replaced, what form will the assessment data that you have recorded about student achievement take? 

5 responses





Survey Information - From Year 7 Teachers

What ideas do you have to support / enhance the transition process?

- Collect the same information from every contributing school (incl those out of area)
- Students start with at least one friend in their class
- Give students a named desk (take away anxiety about where to sit)
- Special needs form (same for every school) where necessary
- Ensure correct information on enrolment form
- Knowing class and teacher before start of the year (reduce anxiety)



Survey Information - from Year 7 Leaders

What activities of the current transition process do you find valuable? *

- Year 6 students visit Waimea Intermediate / St Pauls
- Principal of new school visits contributing Primary Schools
- Extra visits for special needs / anxious students with SENCO
- Assessment information is shared between schools
- Well-being information is shared between schools
- Information evening for parents



Survey Information - from Year 7 Leaders

What ideas do you have to support / enhance the transition process?

- Collect historical - longitudinal behaviour / special needs / families at risk information
- Collect information in relation to previous interventions, family history
- Meet with the appropriate staff at contributing schools to share the above information
- Further consistent information regarding the social and behavioural needs of students



Survey Information - From Year 6 Parents

What are you looking forward to the most about your child starting Intermediate?

- New experiences / challenges
- Making new friends
- Modules
- Tech
- More independence / maturity
- Other responses include: bigger school, uniform, new mix of students, progression of learning, seeing old friend





Survey Information - From Year 6 Parents

What anxieties / concerns do you have about your child starting Intermediate?

- Being in a new class without any friends
- Nothing
- Bullying
- Bigger school environment
- Teacher placement
- Being unsure of expectations
- Other responses include: uniform, managing medical conditions, getting in with the wrong crowd, academic ability





Survey Information - From Year 6 Parents

What information do you see as being important to share?

- Well-being
- Assessment
- Medical
- Other responses include: anything that supports the teacher, teacher placement, character / personality, special needs information



Survey Information - From Year 6 Parents

What information would you like from Intermediate?

- Opportunities available to students
- Enrolment forms
- Classes, timetables, structure
- Day to day organisation
- Contact details
- Buses





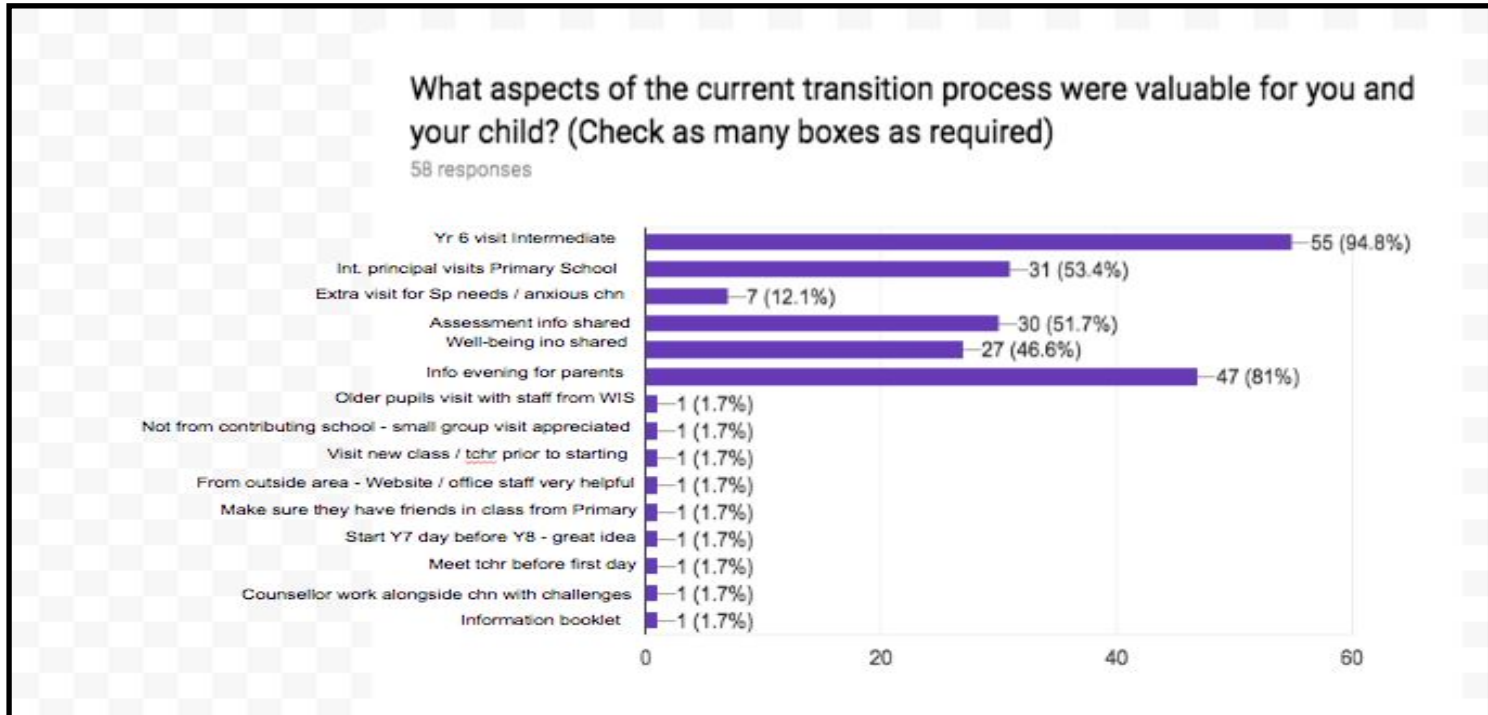
Survey Information - From Year 6 Parents

How would you most like to receive information from Intermediate?

- Email
- Face to face
- Website
- Paper copy
- Other responses include: tour of school, email teacher directly, meet the teacher evening, open day



Survey Information - From Year 7 Parents





Survey Information - From Year 7 Parents

Ideas to support / enhance the transition process:

- At least 1 other pupil the student knows in their new class - same gender
- Students / parents meet new teacher / get to know teacher prior to starting
- Know process of making contact - discuss learning needs, social difficulties etc
- Year 6 visits to WIS / longer visits for students
- Have open day with student leader to learn more about school
- Parent evening soon after school starts - more than 1 (less crowded)
- Self management huge compared to primary - ways to make this easier
- Other responses include: parents involved in sports enrolment, clearer bus info, meet prospective teacher, staff profiles available, more visits / interactions with current students



Themes identified from the Data?

- Gathering consistent information from contributing schools
- Gathering social / behavioural data as well as academic
- Gathering historical information - interventions used, relationships with peers
- Reducing anxiety
- Use of student voice to enhance transition processes



Questions Raised from the Data?

- What changes can be implemented to reduce the anxiety that some students and their parents may be feeling about starting Intermediate?
- How can information from contributing schools be shared easily and consistently and get to the right people?
- How can our SMS be used easily and consistently to share appropriate information?
- How can student voice be used to further enhance the transition processes?
- How can we use the knowledge, information and processes that SENCO's use with special needs students to enhance the process for all students





Where to from here? What are our priorities?

Starting Intermediate is a very exciting time offering new challenges and experiences for students and their families. It is the next step in students educational pathway, offering increased independence and self-management opportunities. For some students transitioning to a new environment can be a challenging and anxious time. The data in this survey identifies some priorities in order to reduce these anxieties and make the transition an exciting time for all tamariki.

- Investigate and implement ways to ensure anxieties are reduced for students and parents who are feeling apprehensive about starting intermediate?
- Investigate ways in which consistent and appropriate information about student achievement and well-being can be shared - possibly using E-tap
- Identify practices used to support transition of special needs students and how these may support the transition of all students
- Clarify and promote the role that SENCO's play in a consistent transition process



Resources



<https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-24-August-2012/Transitions-between-school-settings>

[Te Kotahitanga: - Making a Difference in Maori Education
Section on a 'Culturally Responsive Pedagogy of Relationships'](#)

[Student Achievement as they Transition from Primary to Secondary Schooling](#)



Acknowledgements

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Nga mihi

