

# Transition Year 6/7

Students need to make positive adjustments to their new school and classes so that their wellbeing is maintained and their learning is coherent and continuous.

McGee et al (2003) found that there was a strong correlation between the extent to which students experienced difficulty following transition and their likelihood of dropping out from education.

Other research indicates that poor transitions impact on students' wellbeing and on their achievement in the future (West et al, 2008).

In its research on transitions in New Zealand secondary schools, the Ministry of Education (2010, p. 17) found that unsettled transition behaviours could be attributed to:

- disruptions of social networks, both with teachers and with peers
- less individual attention from teachers at secondary school because of the way secondary schools are organised, making personalised relationships between teachers and learners more difficult to achieve
- Year 9 students 'testing the boundaries' as part of adjusting to the new school and growing up
- inappropriate classroom placements of some students in relation to their learning and/or social needs, diminishing the student's self-concept and ability to cope well
- less responsive teacher pedagogy leading to student disinterest and lack of engagement
- peer pressure from other students resulting in skipping classes, decreased desire to do well in academic work, smoking, drinking, using drugs, and general misbehaviour

Areas of our thinking

- **Assessment data - consistency**
- **SOCIAL ADJUSTMENT to secondary**
- **LINKAGES BETWEEN SCHOOLS**
- **ORGANISATIONAL changes**
- **PUPIL PERCEPTIONS - Student voice**
- **CULTURAL Factors - Responsiveness-cultural capital**
- **SOCIO-ECONOMIC FACTORS**
- **Vulnerable children - special needs**

# Theories of Improvements

Each Across School Teacher was asked to unpack and develop Theories of Improvements with each of their schools. All of these Theories were to be focused around the Achievement Challenges we have set for the Community.

The major themes to have dropped out are needs based and have come for the schools themselves rather than concepts/national wide focuses being forced onto schools.

- Cultural responsive practices and what this means for our teachers and their students
- Effective Maths practice in Years 1-8
- Effective Writing practice Year 1-8
- Coaching and Mentoring for our middle managers

Teaching through Inquiry will be the 'vehicle' we use as we unpack these main themes across our 11 schools.



## Process for roll out PLD across the 11 schools

1. Meet with principals of schools allocated and discuss in depth the needs of the school. These include previous PLD in this area, number children as priority learners and how this relates to Theory of Improvement and ACC Kahui Ako Achievement challenges
2. How many staff the PLD will touch and how the schools aims to track the development
3. Meet with prospective PLD providers and share the needs of the schools allocated to that PLD. Work through the needs and come up with a plan that suits the school/s
4. Write the delivery plan with the PLD provider chosen and feed this back to principals

5. Shadow PLD facilitators when they are working in schools initially to ensure quality roll out
6. Join PLD planning and/or review meetings.
7. Join PLD facilitators when planning for PLD in schools
8. Ensure that data in relation to the schools focus is up to date and can be kept to track impact