


**Supporting a group of early childhood centres:
“Te Ropu Arahina Puawaitanga”**

Striving for Maximum Impact with Least Intrusive Methods

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Te Ropu Arahina Puawaitanga
“Guiding the Blossoming”

- Selection of ECE provider
- Model of Practice / Consent
- How it worked
- What worked well
- Areas for development
- Where to from here



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Selection of ECE provider

- There are 16 Whanau Manaaki Kindergartens in Porirua
- Largest ‘single’ provider in the area
- Around 44 ECE centres in Porirua (not including Kohanga or home-based networks)
- Kindergarten referrals accounted for 50% of the total referrals to the Porirua team
- Several referrals being sent to Learning Support at 4.5 years, children starting kindy earlier (around 2 years)

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Model of Practice

Universal
Targeted
Tailored

Universal: Systems work focussed on teacher strategies for benefit of ALL children.


Targeted: Kindergarten want to discuss a specific student with Learning Support. Parent signs consent form, ideally parent/s also come along to the conversation with Learning Support.

Tailored: Individual service / referral. Learning Support referral form required.

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Consent

- Drawn up jointly between Whanau Manaaki and Learning Support.
- Approved by MoE legal team.
- Owned by the kindy



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How it worked

- Team of 2 – either EIT & SLT or Psych & SLT visit each kindergarten once per month for up to 2 hours.
- Kindergarten to provide direction for visit – e.g., teacher supervision / discuss key concern, appointments with parents, mat time, kai time, physical play etc.
- Psych/EIT/SLT to spend time observing, interacting with children, talking to teachers and being part of the centre.
- Feedback notes were provided to kindergarten, e.g., reinforcing/praising great teaching practice, suggesting strategies, building teacher capability.
- Any concerns/questions could also be included in feedback, or noted for next visit.

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What worked well

- Improved accessibility to Learning Support for parents. Kindergarten staff commented that they felt this took some pressure off them. Key areas of concern e.g., toileting could be targeted.
- Some kindergartens really grew their skills and made some positive changes, e.g., calm play spaces, seeing teachers use more strategies, extension for older children.
- Strengthened relationships between Learning Support & Kindergarten staff, more consistent and open conversations could take place.
- Several PD workshops took place with kindy teaching teams covering strategies around key needs e.g., behaviour and communication
- Some processes could be more streamlined, e.g., referrals sent to Child Development Service before we could pick up individual referral.
- 10 hours Education Support Worker (ESW) resource each week.

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Areas for Development

- Some kindergartens didn't engage as much as others – some appeared suspicious of our presence
- Key theme around teacher-reported lack of confidence in having difficult conversations with parents and balancing this with their relationships. This may also have been why there were the 'late' referrals.
- Not all Learning Support staff were optimistic about their willingness to continue with the project

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Where to from here?

- Currently working on 2020 direction.
- The Learning Support team have agreed to continue for term 1, 2020.
- 10 hours ESW support will continue for term 1.
- Need further discussions with Whānau Manaaki about feedback from 2019 and their goals for the project.
- Rolling out to other teams?
The Porirua approach may be extended to other teams in the region
- Teams need to be well-resourced to enable them to incorporate this approach into their workload

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