

Bay of Plenty Polytechnic ECE Centre Research Project

“The Bay of Plenty Polytechnic Early Childhood Education Centre’s Virtues based programme. Is this supporting children’s transition into school learning?”

Presented by:

Helena Winter and Bron Griffiths



Bay of Plenty Polytechnic ECE Centre Research Project



Why a Virtues Based Programme?

- Behavioural issues
- Lack of respect
- The teachers role in determining the culture of the centre



What is a Virtues based programme?

- Based on The Virtues Project.
- Virtues enhance the Early Childhood Curriculum, Te Whariki.
- Virtues are not culture specific, but universally valued by all, although they may be practiced differently.
- Virtues are the content of our character.





- Virtues based programme
 - Safe and happy environment
 - Build culture of character
- We have received anecdotal feedback that children from our centre transition well into school.
- This research was undertaken to explore whether our virtues based programme is supporting this?

Bay of Plenty Polytechnic ECE Centre Research Project

“The Bay of Plenty
Polytechnic Early Childhood
Education Centre’s Virtues
based programme. Is this
supporting children’s
transition into school
learning?”

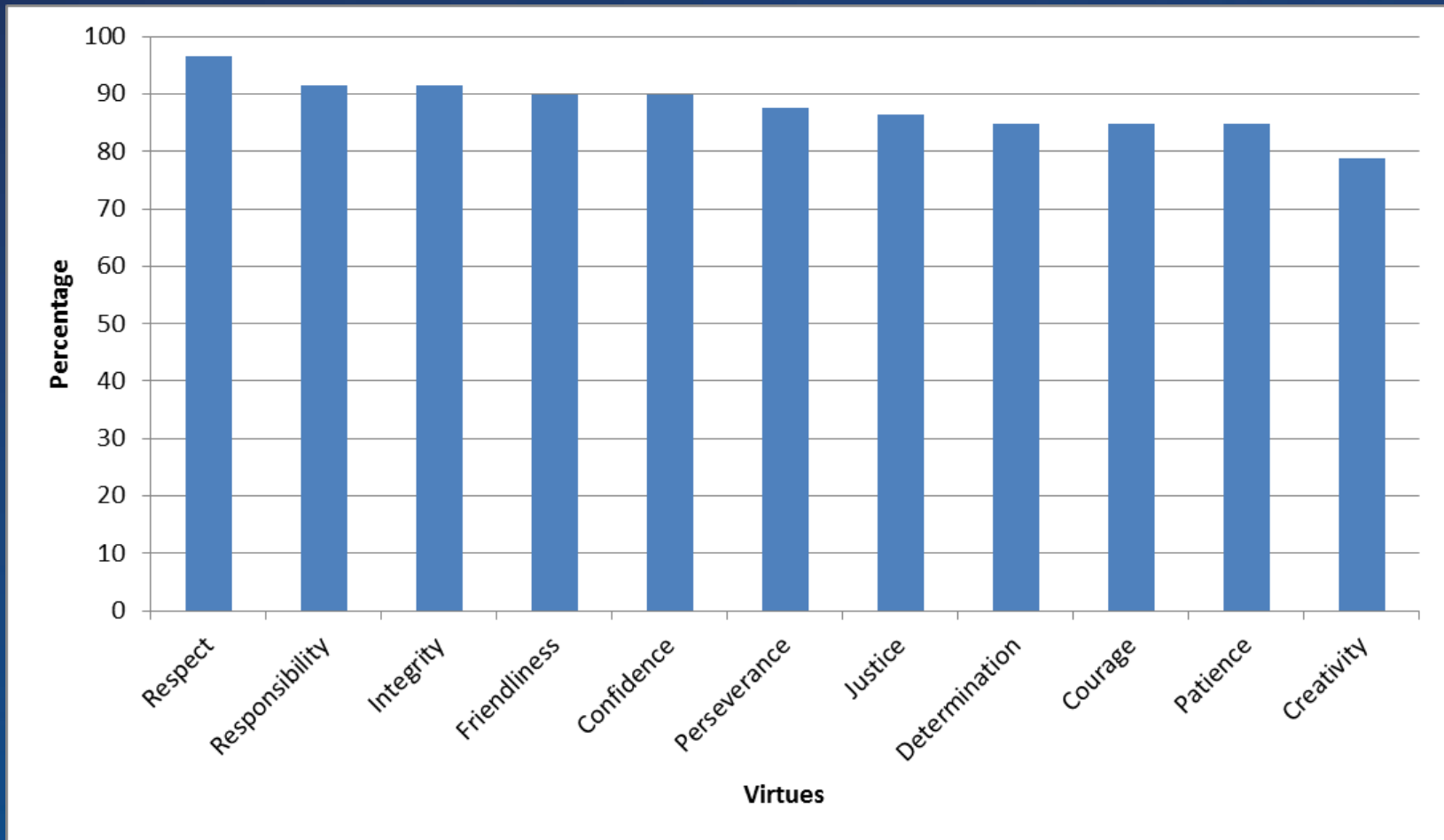


Participants

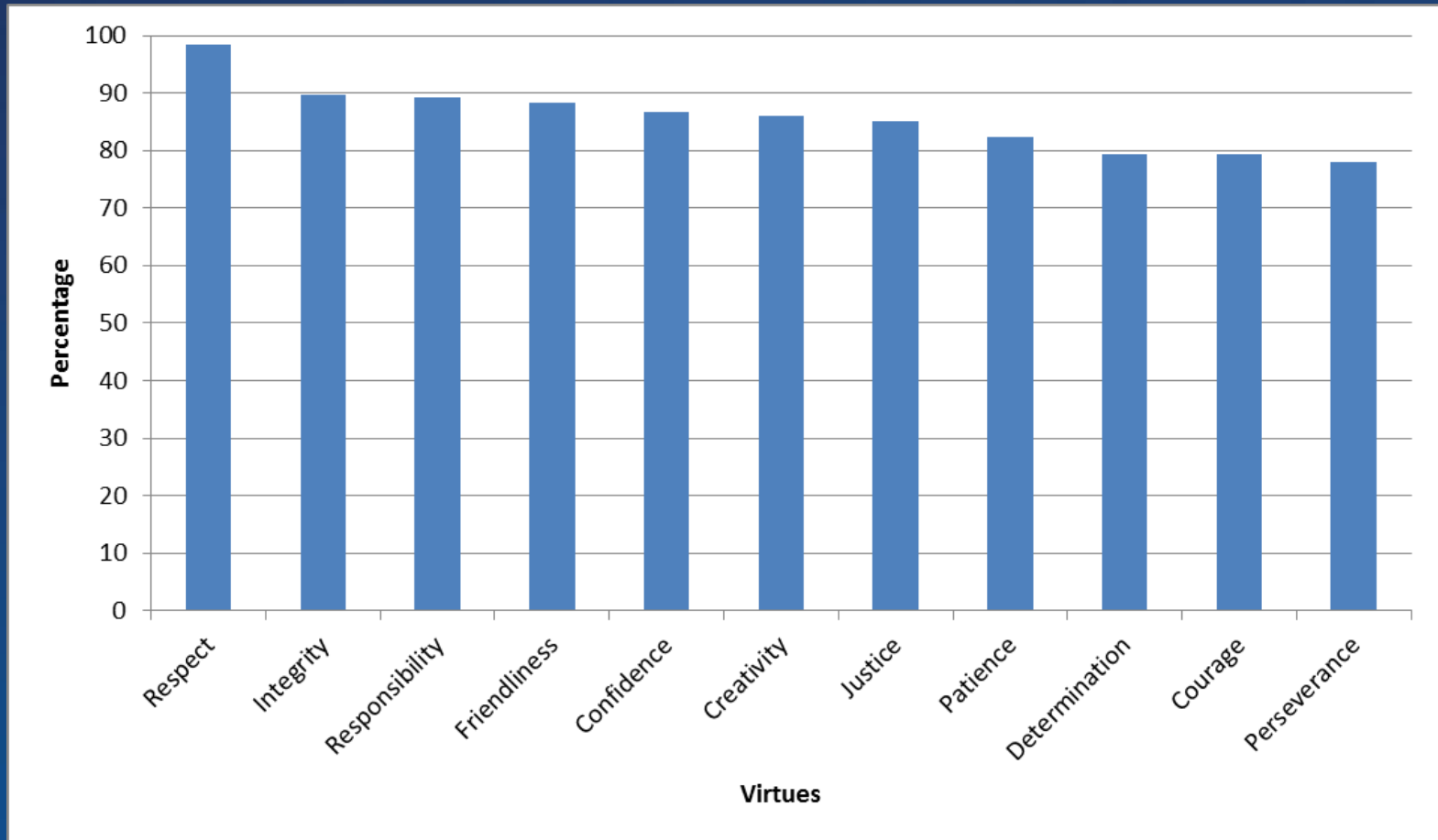
- 18 early childhood teachers from the BOP Polytechnic ECE Centre.
- 20 new entrant teachers from 11 local primary schools.
- 24 parents and whanau of children who had recently transitioned to school.



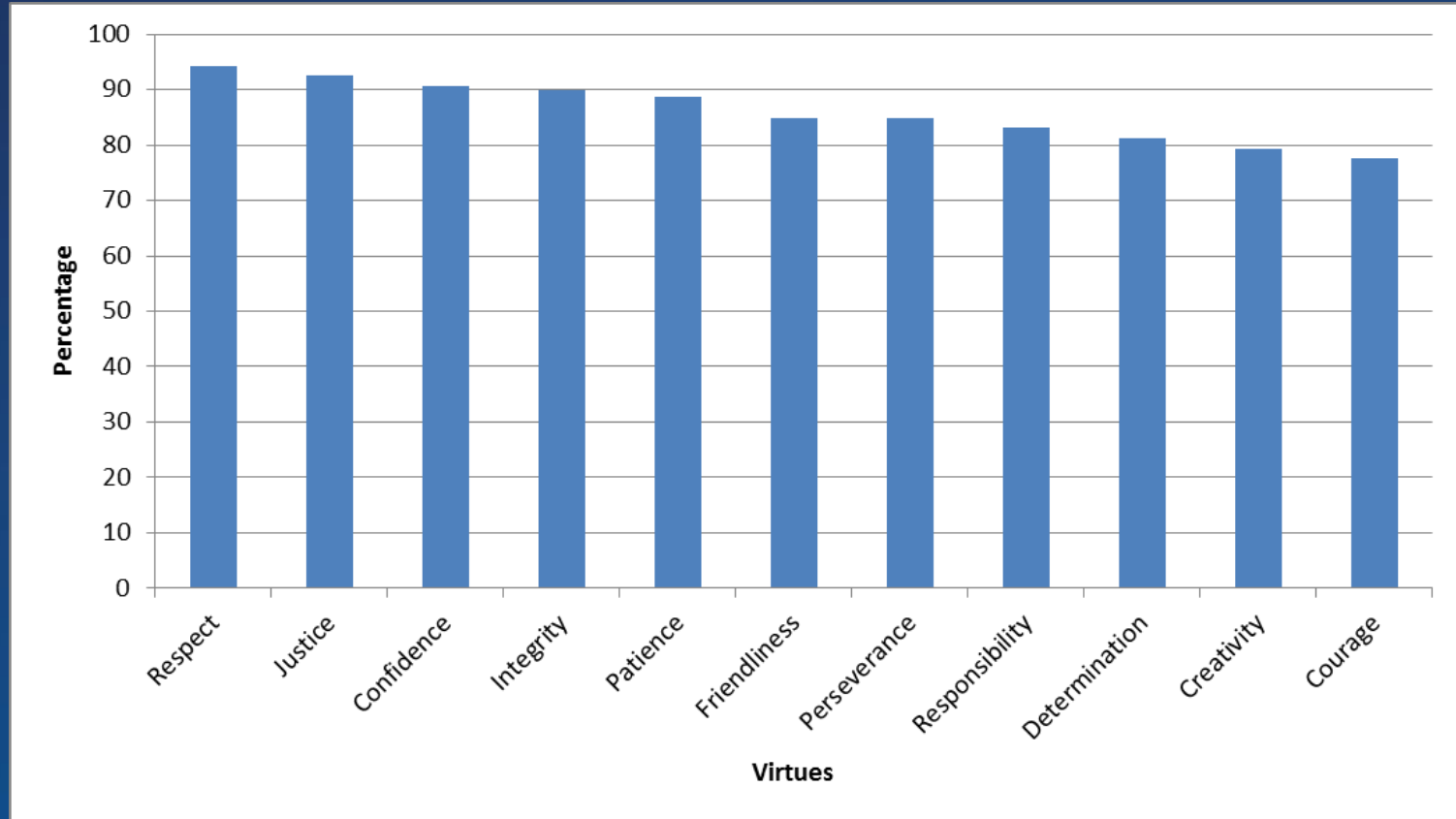
New entrant teachers.



Parents

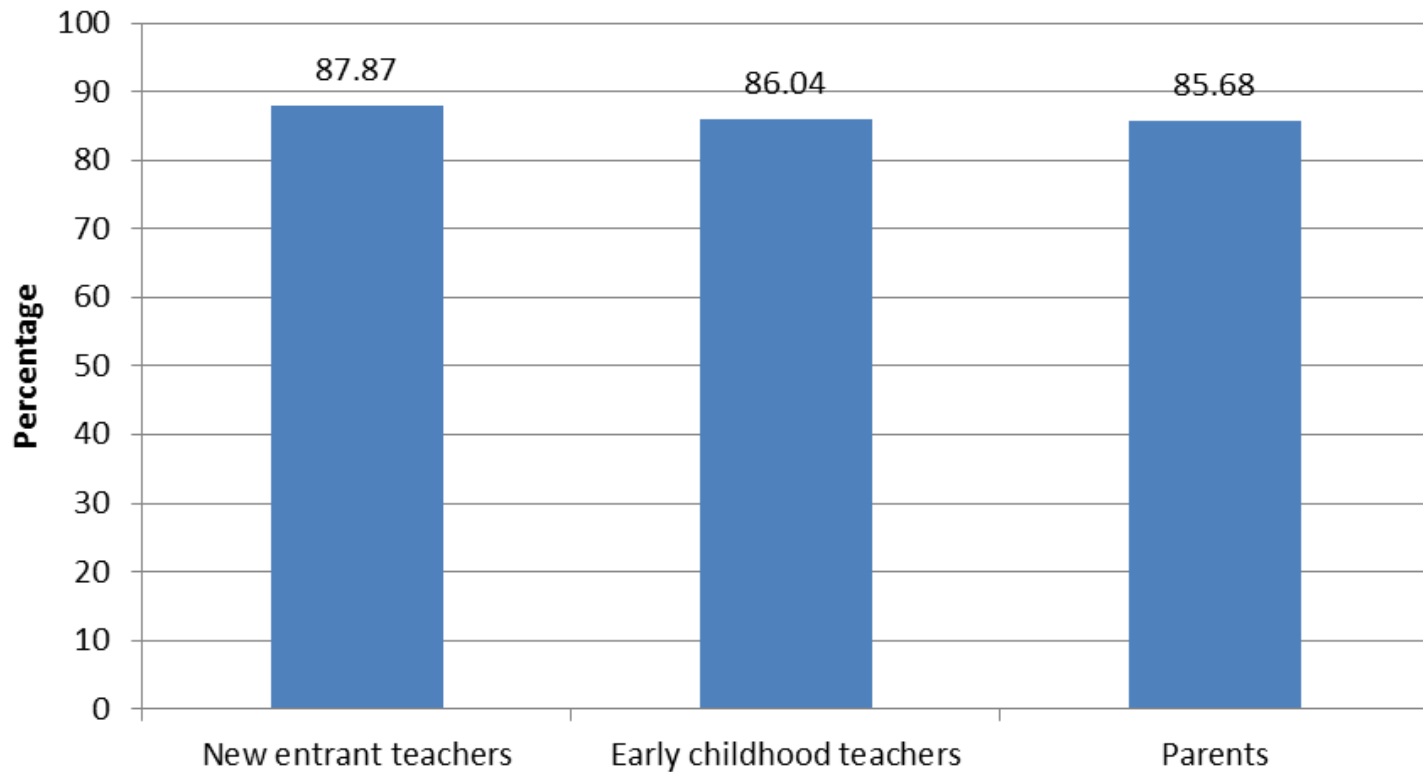


ECE teachers

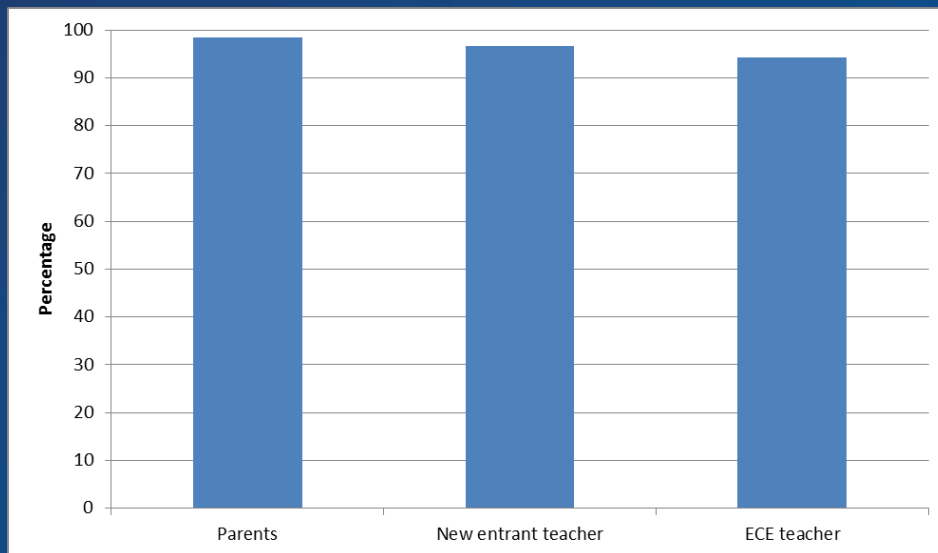


Comparison

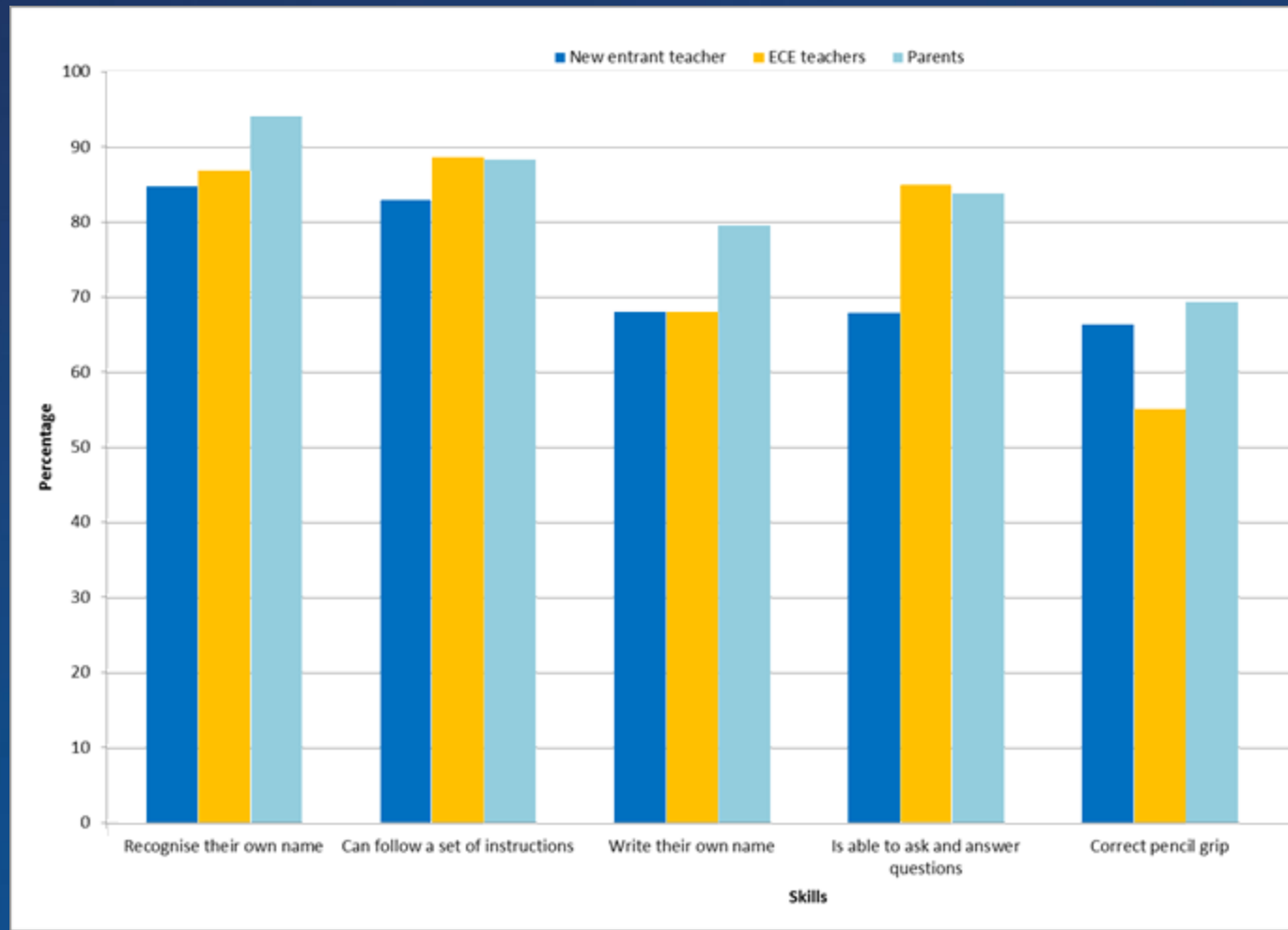
Importance placed on Virtues as a child transitions into a new entrant classroom



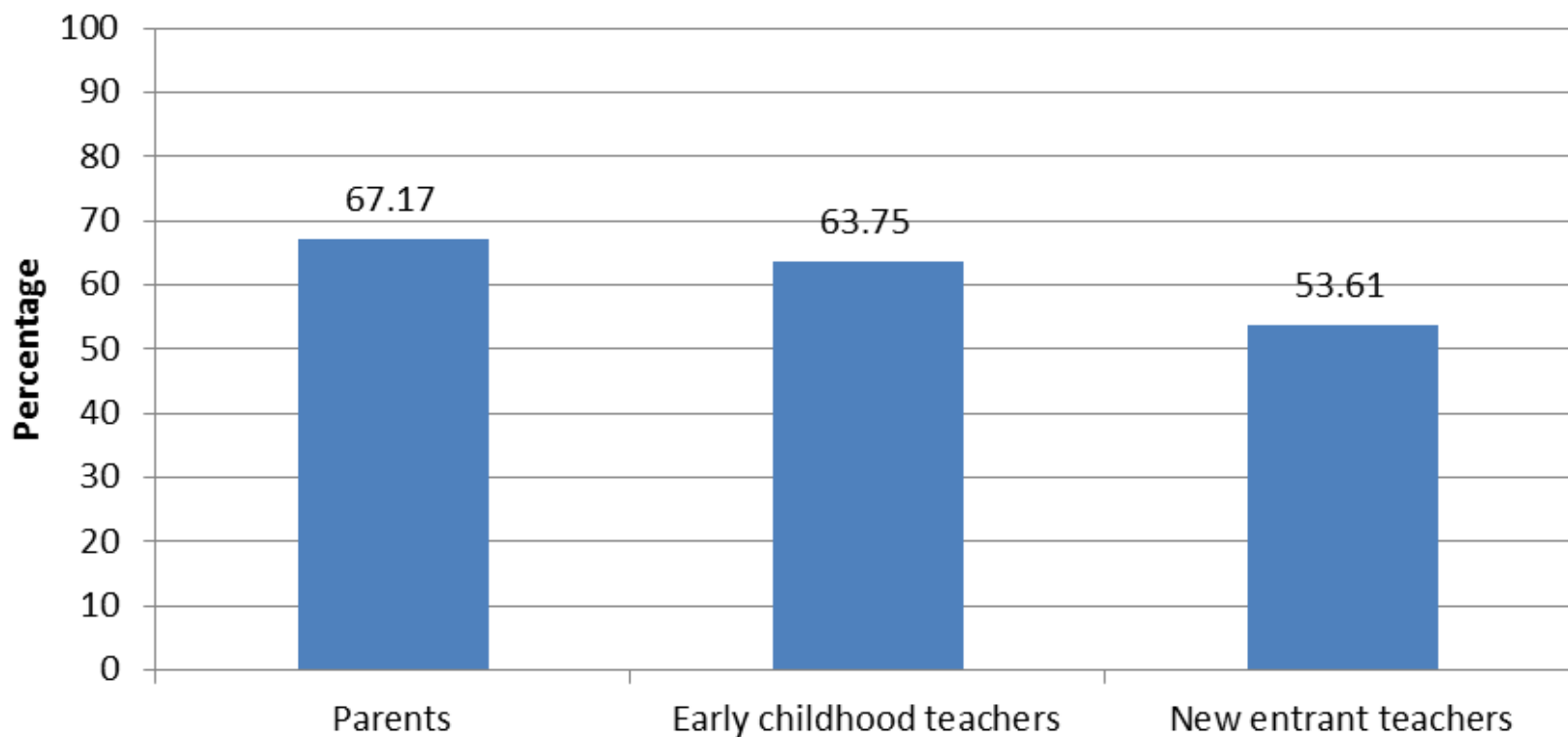
Respect



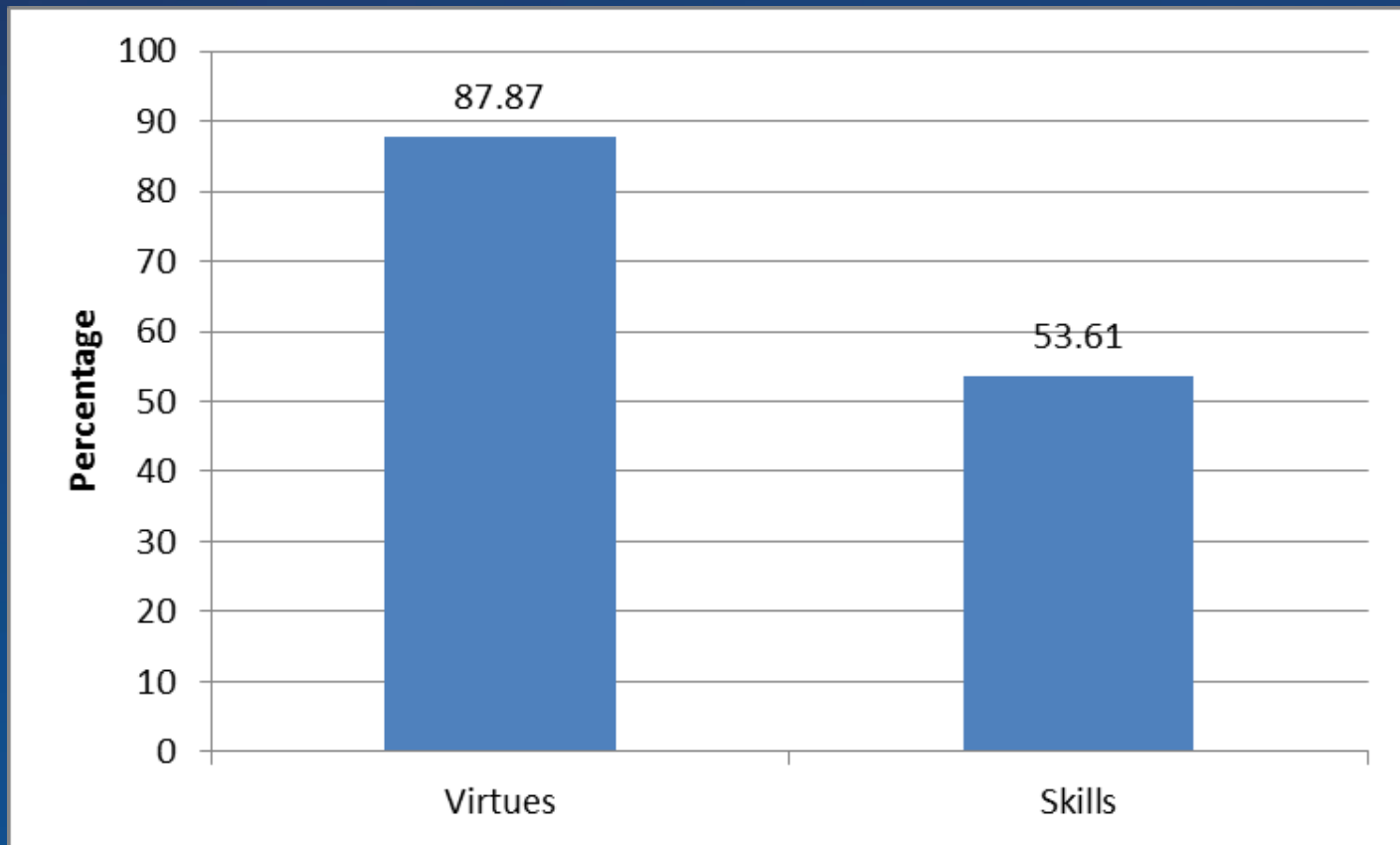
Top five skills as identified by new entrant teachers



Importance placed on skills as a child transitions into a new entrant classroom



New entrant teachers – comparing the importance of Virtues and skills on transition into school.



“ I mean at the end of the day, it’s great the children who come in who can write their name, who can count to 10, do all those academic things, that’s fantastic, but if they don’t know that stuff, but they come in and they can be responsible for themselves, they respect other people, they will progress anyway.”

-New entrant teacher



Of Interest

- Less than half of all children are well prepared for starting school.
- Declining levels of oral language
- Lack of self management skills



School visits.

- The transition experiences of families varied greatly between schools.
- Both parents and new entrant teachers expressed interest in greater communication between the ECE Centre and school prior to a child's transition.



Early childhood portfolios

- New entrant teachers value children's portfolios.
- None of our parents had been asked for their child's portfolio to be shared with the school.
- A summarised version or a summary page would be beneficial.



-
- Need for greater continuity between sectors
 - Evidence of team-teaching and free play in schools.
 - Impact of National Standards

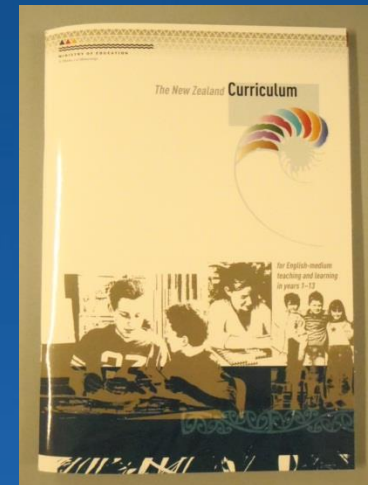
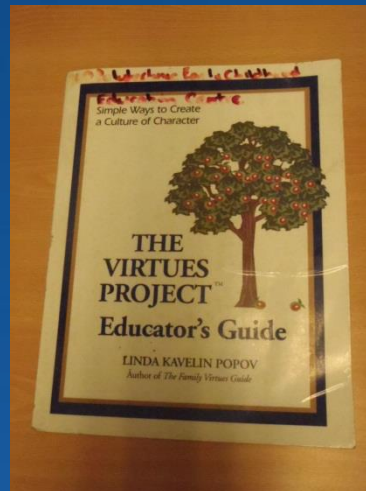
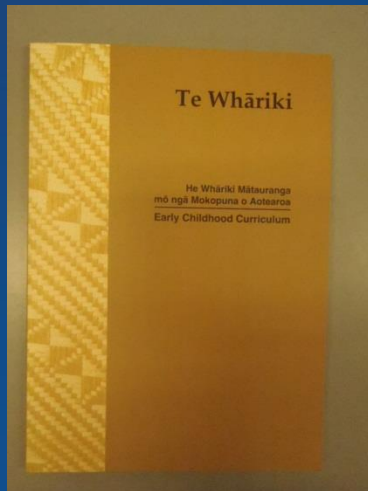
“It’s cruel, It’s absolutely cruel.”



“There’s a beautiful quote about children being like popcorn. Some pop early and some pop late, but they all pop eventually.”



- The Virtues based programme provides an effective coherent framework flowing between an early childhood setting and the character education of primary school, easing the transition between the two settings.



The Virtues Project Teaching Strategies:

1. Speak the language of virtues

1. To acknowledge
2. To guide
3. To correct

e.g. “In our centre, we are respectful”



The Virtues Project Teaching Strategies:

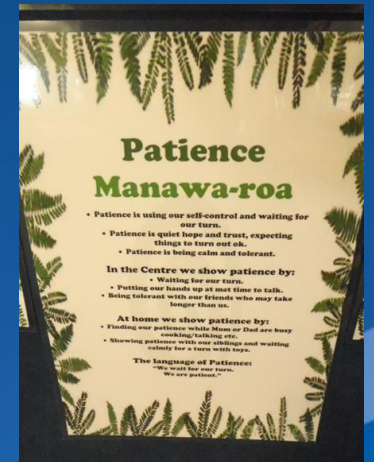
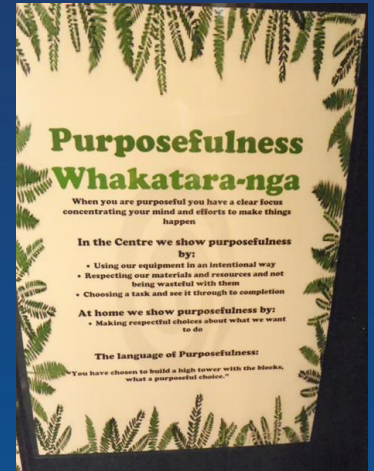
2. Recognise teachable moments



The Virtues Project Teaching Strategies:

3. Set clear boundaries

Core virtues:



The Virtues Project Teaching Strategies:

4. Honour the spirit

Celebrating virtues of strength

Identifying growth virtues



My Learning Journey

2. Recognising

From the observations, what learning has been recognised?
How will we plan to extend on this?

Analyse & Plan

Ava from your observations I can see that your strength virtues are assertiveness and creativity. You show your friends that you are there to help them and share your ideas. You are very confident in expressing your thoughts and your imagination is full with wonderful ideas to add to the play that is happening. You love to play with all the children and through this you are realising that friendliness means you have to be patient and allow them to have a say in the game. I can see that you are developing both these virtues and we will continue to provide opportunities for you to practice and further develop these. Through our planning we will encourage you to continue to try new things and share your ideas with your friends as well as seeking their ideas. As a whole centre we will follow and support the shared interest based around the dramatic play of kai.

Term: Three 2015

Child's name: Ava

Parent/Whanau Voices:

What are your aspirations for your child?
What would you like to see them learn?

I am pleased you have identified patience as a virtue to be developed as this is something we too are working on at home. In recent months Ava has been going through a somewhat "emotional" and "temperamental" period. We are trying to support her through this stage by helping her manage her emotions, remain calm and practise cooperative with others. I would be grateful if cooperation was an area of focus for her at Kinsley also. However I can see you have acknowledged this with the virtue of "friendliness".

Learning Goal:

Exploration Goal 1:

Children experience an environment where their play is valued as meaningful learning and the importance of spontaneous play is recognised.

Communication Goal 2:

Children experience an environment where they develop verbal communication skills for a range of purposes.

Virtues: Patience and Friendliness



The Virtues Project Teaching Strategies:

5. Companionship



For more information: www.virtuesproject.com
www.virtuesproject.org.nz

Virtues Resources: www.ucamusic.com

BOP Polytechnic ECE Centre Research paper:
www.boppoly.ac.nz

- About us

- Our research

 - Education/Teaching & Learning Research

 - Early childhood: Transitions to School

Or through BOP Polytech website search 'Transition to School'.

