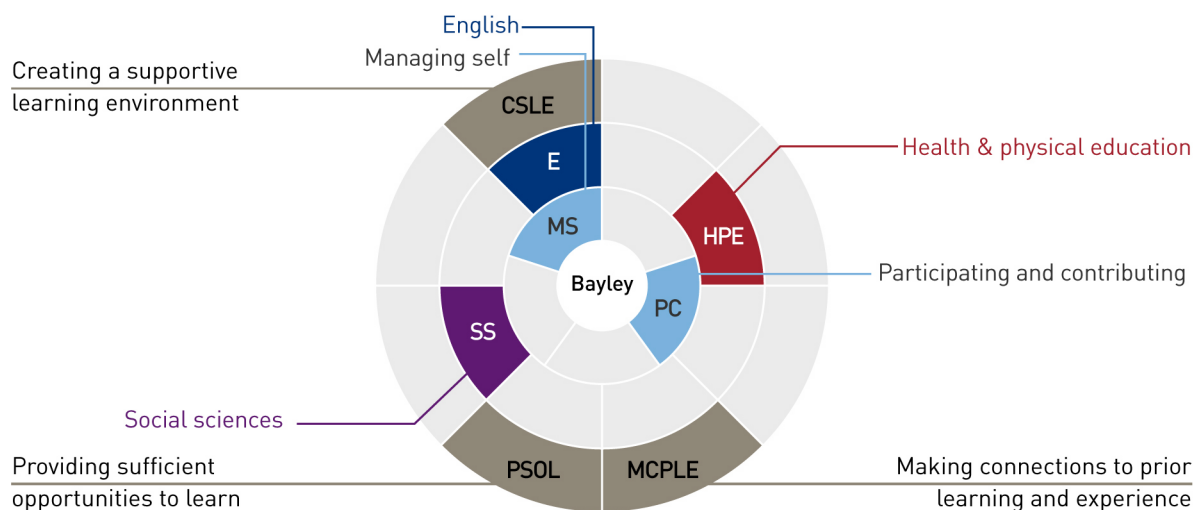


# Bayley starts school

## Links to the curriculum



## Student background

<b>Name</b>	Bayley
<b>Age</b>	5
<b>Year</b>	New entrant
<b>School</b>	Primary

Bayley is in a new entrant class of 19 children at a large full primary state school. Bayley is on the autism spectrum. The school receives ongoing and reviewable resourcing schemes (ORRS) funding (0.2 FTE teacher time) to support Bayley's learning and there is a full-time teacher aide in class (22.5 hours per week).

Bayley initially attended school for mornings only but is now full time. Home support is a feature of Bayley's learning at school and this string of stories contains a comment from Bayley's mother. Bayley is non-verbal and communicates using the Picture Exchange Communication System (PECS). His teacher aides have a system that uses tokens to encourage Bayley to remain focused on his current activity. Bayley has made a positive transition to school. He loves jigsaws, books, the playground, and the Perceptual Motor Programme (PMP).

## Four learning stories

- 1. The library corner** 26 March 2008
- 2. Mat time** 1 April 2008
- 3. Fire engine visit** 3 April 2008
- 4. Fun at Perceptual Motor Programme (PMP)** 9 April 2008

This string of learning stories shows Bayley participating and contributing with increasing confidence and enjoyment (managing self) during his first term at school.

## The library corner

<b>Student</b>	Bayley	<b>Date</b>	26 March 2008
<b>Topic</b>	Becoming familiar with class routines	<b>Observer</b>	Cathie (teacher)

### Intended learning

- To be familiar with class routines.
- To be confident within the classroom setting.
- To enjoy looking at books.

Bayley has been making the transition to school. Since he started school, Bayley has been able to stay for increasing periods of the day as he becomes more familiar with, and comfortable in, our classroom. Cate (teacher aide) told me this morning that he was very excited to be returning to school after the Easter break. Usually when Bayley arrives at school he needs guidance from his teacher aide in what to do and which part of the classroom to go to.

Today, when Bayley entered the classroom he headed straight to the couch in the library corner. This is a favourite area of the room for him. As you can see from the photos, he likes to make himself comfortable! The book in his hand is a favourite that he picks out from the book shelf most days. He does not open the book but enjoys looking at the cover.



**Note:** This learning story is also part of the "Bayley enjoys books" exemplar.

## Analysis – what learning is happening here?

### Key competencies

#### Managing self

Bayley is able to find a favourite spot in the classroom independently and to choose a book to look at.

#### Participating and contributing

Bayley is showing he feels comfortable and confident in Room 2.

### Learning areas

#### Level 1 English: Listening, Reading, and Viewing: processes and strategies

- Selects and reads texts for enjoyment and personal fulfilment.

Bayley is building book sense. He enjoys holding books and looking at the covers.

## Where to next?

### Scaffold

We will encourage Bayley to become familiar and comfortable with more learning areas in the classroom; for example, the writing table, the mathematics shelves.

## Mat time

<b>Student</b>	Bayley	<b>Date</b>	1 April 2008
<b>Topic</b>	Storytime after lunch	<b>Observer</b>	Cathie (teacher)

### Intended learning

- Listening to a story at mat time.



After lunch today, the children were sitting on the mat listening to a story. Bayley has a special small carpet square to sit on, which helps him to stay in the same place. His teacher aides also use his token system to encourage him to stay on the mat quietly. Usually, Bayley needs to have his teacher aide sitting just behind him to encourage him to sit quietly. Today, Cate (teacher aide) was able to move away for a couple of minutes and get something from the other side of the room. Bayley remained sitting quietly without her immediate presence and without disturbing any other children. Good work Bayley – you are learning to be more independent in Room 2!

## Analysis – what learning is happening here?

### Links to individual education programme

Individual education programme goal: Sit on mat with no physical or behavioural support for five minutes.

Specific learning outcome: Sit on mat for five minutes for 90% of time, allowing other children to concentrate. Sit independently without an adult near.

## Key competencies

### Managing self

Bayley is showing he is becoming familiar with class routines.

### Participating and contributing

Bayley is participating in mat time after lunch – a regular routine in Room 2.

## Learning areas

### Level 1 English: Listening, Reading, and Viewing: processes and strategies

- Has an awareness of the connections between oral, written, and visual language.

Bayley is listening to a picture book being read to him.

He is looking at the pictures in the book and developing some concepts about print.

## Where to next?

### Scaffold

We will encourage Bayley's independence, gradually reducing the amount of support needed from teacher aides at mat time.

We will regularly share picture books with Bayley.

## Fire engine visit

<b>Student</b>	Bayley	<b>Date</b>	3 April 2008
<b>Topic</b>	Fire fighters' visit	<b>Observer</b>	Cathie (teacher)

### Intended learning

- To participate in a special class activity along with his classmates.
- Show an interest in the world around him.
- Learn about heroes in our community.

Today, fire fighters from a nearby fire station came to school as part of our inquiry unit on heroes in our community. They answered the children's questions in the classroom and then we went outside to see the fire engine.



While one firefighter talked to the class, another lifted Bayley up into the cab. Bayley was very excited by the fire engine. He laughed and squealed with delight while sitting in the cab. He sat happily in the cab for quite a few minutes as the firefighter showed him different aspects of it. He was very interested in the firefighters and was happy to be held by one of them.

## Analysis – what learning is happening here?

### Key competencies

#### Participating and contributing

Bayley joined in and thoroughly enjoyed this experience, as did the rest of the class.

He showed curiosity and interest in the fire engine and showed this by laughing and squealing.

## Learning areas

### Level 1 social sciences: Social Studies

— Understand that people have different roles and responsibilities as part of their participation in groups.

Bayley was interested in the fire fighters – an example of heroes in our community.

### Where to next?

#### Scaffold

We will continue to encourage Bayley to relate to new people as part of enjoying class activities and visits.

#### Celebrate and consolidate

As a class we are going to make a "Photo Story" presentation about the fire fighters' visit. Bayley's teacher aides can show this to Bayley on the class computer next week. I wonder if he will get excited when he sees it?

### Fun at Perceptual Motor Programme (PMP)

<b>Student</b>	Bayley	<b>Date</b>	9 April 2008
<b>Topic</b>	Perceptual Motor Programme (PMP)	<b>Observer</b>	Cate (teacher aide)

Bayley attends a Perceptual Motor Programme (PMP) session each day Monday to Thursday with some of the other children in the school. He loves PMP and is always happy to attend these sessions. He enjoys PMP so much that he will sometimes request it using his Picture Exchange Communication System (PECS) cards. These photos show what Bayley did at PMP today. The photos were taken by his teacher aide, Cate.



Bayley loves the big blue "dizzy giddy". Today he managed to independently spin himself upside down.



Bayley loves to bounce and is developing balance on the moon hopper. He can now balance with no hands. ([Click here](#) to view video clip 1 online).



Initially, Bayley would try to sit in the tunnel and shuffle through on his bottom. Now when he approaches the tunnel he will kneel and crawl through. ([Click here](#) to view video clip 2 online)



At the moment Bayley is learning to walk on different textured surfaces with assistance to balance.



All tired out. Time for a rest!

### **Cate's comment**

Bayley has a trusting relationship with me and I am there to support his learning as needed; for example, with new pieces of equipment. It is great to see his increasing confidence and independence with the equipment.

## **Analysis – what learning is happening here?**

### **Links to individual education programme**

Cate's photos and comments show that Bayley's confidence and skill level in a range of physical activity is increasing over time.

## **Key competencies**

### **Managing self**

Bayley recognises when he needs a break and will head for the sofa.  
He is prepared to try new activities.

### **Participating and contributing**

Bayley loves PMP and is very keen to join in and participate fully in this part of the day.

## **Learning areas**

### **Level 1 health and physical education: Movement Concepts and Motor Skills: movement skills; science and technology**

— Develop a wide range of movement skills, using a variety of equipment and play environments.

Bayley is moving in a variety of ways and using a range of equipment.

## **Where to next?**

### **Scaffold**

A goal for Bayley is for him to both balance and look where he is going. We will continue to provide a variety of activities within the PMP programme to support him to develop this skill.

### **Increasing complexity**

We will provide an increasing range of activities for Bayley to achieve with greater independence; for example, the adventure playground and other PMP equipment.

**Parent comment**

5 May 2008

Bayley, it has been amazing to see you thriving and happy at school. Your transition from preschool has been amazing and everyone is very proud of you.

I did not think you would stay at school all day in your first year, but you are having such a good time at school that you are already staying all day. I am so proud of you.

How lucky you are to have such a wonderful school, teachers and classmates!! You have made lots of new friends already, and are very comfortable in Room 2. You love the book corner and relaxing on the couch. It is nice that you are able to recognise when you need to have a break from the classroom activities.

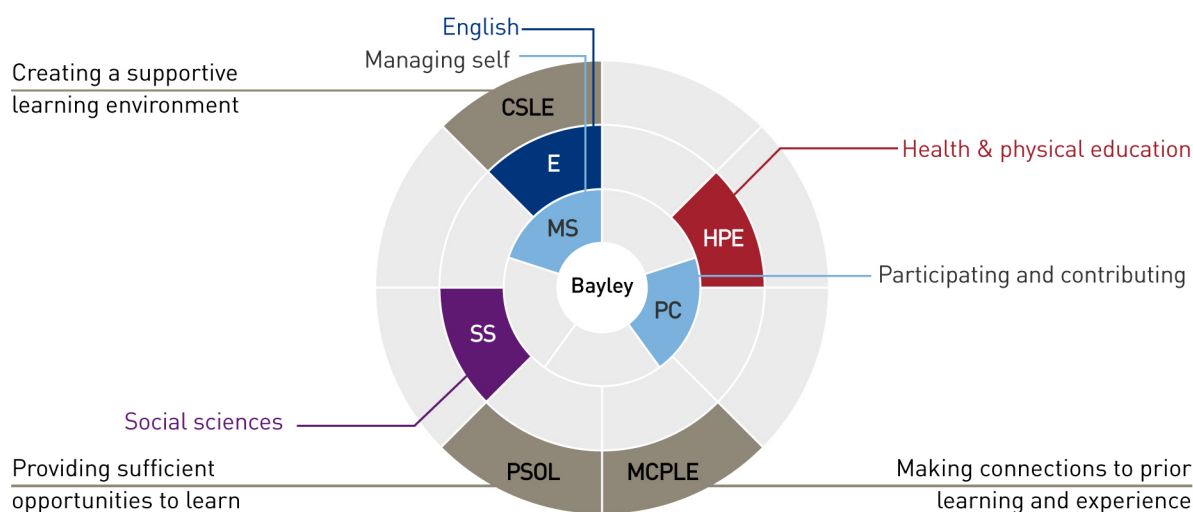
What about the day the big fire engine came to school and you were allowed to sit in the cab! What a wonderful experience, and your teacher aides tell me that you enjoyed this a lot! Maybe you would like to be a firefighter when you grow up?

You enjoy it when you get to go to Room 4 and do PMP with the other children. You love the big blue spinning top and you are not at all scared to try it! I love how happy you are to try new things at school – you obviously are very comfortable there.

You have learnt many of the school routines already, with the help of your visual schedule. You are such a good boy the way you sit quietly on the mat on your own. Your teachers and teacher aides are very proud of you and so am I.

Mum

## Reflection – what these stories exemplify



### Key competencies

Participating and contributing comes through strongly in this string. As Bayley makes the transition to school, spending increasing lengths of time in the classroom, his sense of belonging and security grows. He is more aware of classroom routines and expectations and participates with more confidence and enjoyment. Bayley's teacher aides made the transition from the early childhood education setting to the school setting with him. This has been a significant support in the settling in process.

With increasing familiarity, Bayley is finding a place in the classroom and showing initiative and independence (managing self).

#### How might these stories strengthen Bayley's identity as a learner?

Bayley is interested in his school environment. He shows initiative by choosing appropriate activities; for example, going to the library corner. He also shows the confidence to extend his skills and try new activities; for example, PMP, and the fire fighters' visit (agency). This learning took place in a variety of contexts – the classroom, the PMP room, and the playground for the fire engine visit. It also straddled a range of curriculum areas (breadth). Bayley is comfortable interacting with a range of people and equipment within the school setting; for example, teacher aides, firefighters, books, and PMP equipment (depth).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment: a guide for teachers*.

### Learning areas

#### Level 1 health and physical education

#### Level 1 social sciences: Social Studies

#### Level 1 English

This learning was across a range of learning areas. In English, Bayley selects and reads for enjoyment and personal fulfilment, and shows an elementary awareness of the connections between oral, written, and visual language. In social studies, he begins to understand that people have different roles and responsibilities as part of their participation in groups. In health and physical education, Bayley is beginning to develop a wide range of movement skills, using a variety of equipment and play environments.

## Effective pedagogy

### What does this tell us about teaching and learning in this setting?

Bayley's teacher could see that the usual three to four visits for making the transition to school would not be enough for Bayley and she offered frequent additional visits of increasing length. The teacher modelled and encouraged a culture of acceptance in the classroom. This helped Bayley to settle quickly (creating a supportive learning environment).

She could see that Bayley's co-ordination would benefit from a PMP programme and arranged for him to join the existing group (providing sufficient opportunities to learn).

To help Bayley with his transition, the teacher visited him in his early childhood education setting and made connections with the teacher aides who were to follow him through to school. Communication between home and school is regular and helpful. Bayley's mother brought familiar things from home for the classroom; for example, books and a cushion. This helped Bayley to feel comfortable in a new environment (making connections to prior learning and experience).

### Reflective questions for the reader

"How do you support your students with the transitions they face?"

"How do you incorporate familiar things important to the child in your setting?"

"In what ways do you encourage parents to be involved in new learning for their child?"

"How can we involve other students to support social learning?"

### Useful resources

*Choosing a school for a five year old.* (2005). [Wellington, N.Z.]. Education Review Office.

Ministry of Education. (2003). *The home-school partnership programme.*

Ministry of Education. (2005). *Starting school: te timata o te haere ki te kura: a guide for parents of children with special education needs who are moving from early childhood education to school.* Wellington: Special Education, Ministry of Education.

Ministry of Education. (n.d.). *Team up resources.* Available from [www.education.govt.nz/parents](http://www.education.govt.nz/parents) or 0800 TEAMUP (0800 832 687)