

# **Cat 4 Resource Development**

**No fear secondary one is here**

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## **Abstract**

No Fear Secondary 1 Is Here is a integrated and informative platform dedicated to helping P6 teachers guide their students to choosing a suitable secondary school. It holds two different media platforms to engage the students and since students are more tech-savvy now, they can view our video, which is packaged with concise information while the parents can take back with them the informative booklet to further peruse. Teachers can make use of Form-Teacher Period to show the students the video and use the booklet to answer any questions the students have.

## **1 Introduction**

### **1.1 Rationale**

We were inspired to make this project as we were once P6 students and we experienced the struggles that most students face during the transition period from P6 to Secondary 1. We hope that through this project we will be able to counter the issues faced during the change and allow their transition to be an easier one.

### **1.2 Target Audience**

Primary 6 teachers (We chose P6 teachers as they are responsible for providing students with an expectation of secondary school life and preparing them for it)

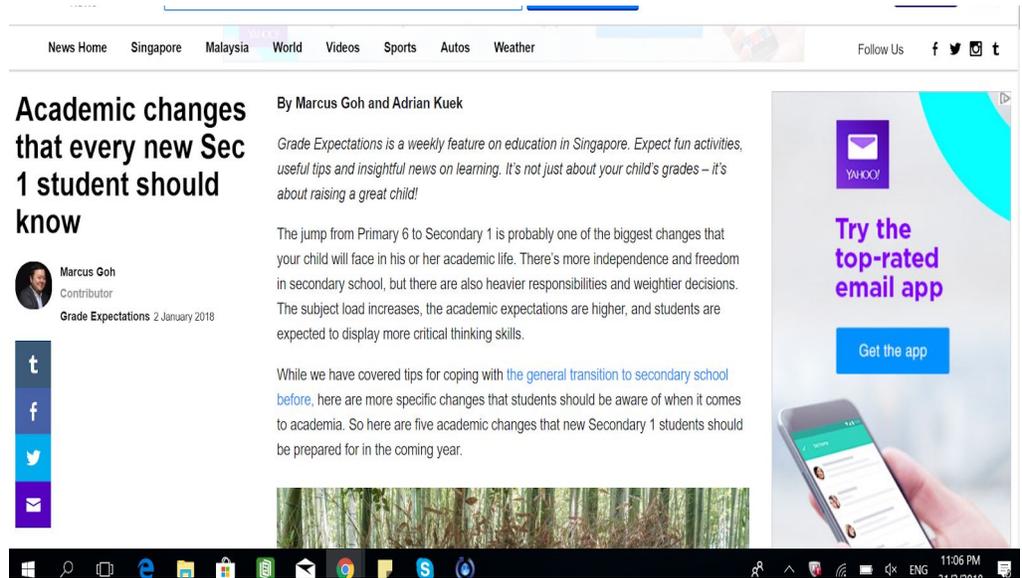
### **1.3 Objectives**

Provide a resource package for Primary 6 teachers to help their students cope with the expectations of Secondary school.

### **1.4 Resource Created**

Animated Video and Informative Booklet

## 2 Review



The screenshot shows a Yahoo! news article. The main headline is "Academic changes that every new Sec 1 student should know" by Marcus Goh and Adrian Kuek. The article text discusses the transition from Primary 6 to Secondary 1, noting increased independence, heavier responsibilities, and higher academic expectations. A sidebar on the right promotes the Yahoo! email app with the text "Try the top-rated email app" and a "Get the app" button. The article is dated 2 January 2018.

2.1 Through this article, we found out that secondary school life demanded much more from the students as compared to primary school. Some of these would include: Longer school hours, more commitment and time required for CCAs, more subjects to be taken, greater independence on the part of the student, more homework, more independent research work and a very different environment. These are areas which we found we could help the students in, as we have all been through this drastic change in environment, and felt that we could best relate to these students and guide them through this tough time.

## Preparing for successful transitions

Staff at both primary and secondary schools have important roles supporting the transitions of all students. Primary schools are responsible for preparing students academically and socially for secondary schools and sharing information with the student, families, whānau and the receiving school. The values, ethical orientation or culture within a secondary school is fundamental to how well it welcomes and supports students.

This section provides an overview of these processes. It also includes a discussion of broad, cultural features of a secondary school that help to transition all learners effectively. The following section builds on the features discussed here and provides a more detailed description of the types of activities that specifically support vulnerable students.

Overall, the evidence from ERO's evaluations as well as that from wider education research suggests that leaders and teachers in contributing and receiving schools should carry out the following to support student transitions to secondary school. Teachers and leaders should:

- ensure that students experience success in their learning so they stay engaged in education
  - identify vulnerable students before their entry into the secondary school, and as they transition between classes in a secondary school
  - proactively address any likely threats to students' wellbeing and academic progress such as putting in place learning and pastoral care support for students
  - have processes in place to monitor the wellbeing and progress of all students, (especially vulnerable students)
- 

**2.2** Through this article, we found that the role of teachers was extremely great in the growth and development of students as they are responsible for identifying vulnerable students as they transition between different levels of education, ensure that students experience success in their learning so that they stay engaged in education, proactively address any likely threats to students' wellbeing and academic progress such as putting in place learning and pastoral care support for students and have processes in place to monitor the wellbeing and progress of students. As such, we felt that teachers play a huge role in the development of students, especially at such an impressionable age, in shaping their thoughts and character and therefore would be our target audience.

By Vidhya Renjan

★ Commentary | Singapore

19 Mar 2018 06:41AM  
(Updated: 19 Mar 2018 06:50AM)

361 shares



Bookmark



## Commentary: School transitions can be a stressful and intimidating struggle for many students and parents

Navigating school isn't as easy at 1-2-3; more support from parents and educators are needed during critical transitions, says one clinical psychologist from the Institute of Mental Health.

**2.3** Through this article, we found that the culture shock and sudden change in environment during transitions in levels during education would prove to be a challenge to many students, regardless of their education levels, and support from educators would be crucial. Therefore, we felt that there was not enough being done to aid students in primary school in their transition to secondary school, and thus would step in to supplement the current resources so that students would be better prepared for secondary school.

### 3 Methodology

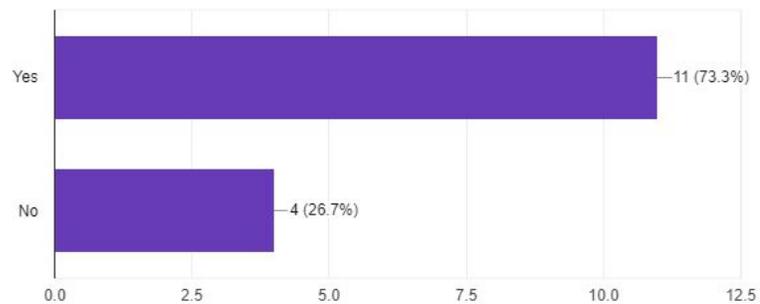
#### 3.1 Needs Analysis

A needs analysis was conducted to ascertain the relevance of such a project. Firstly, we interviewed 15 primary school teachers from Catholic High School(Primary) and indeed, the teachers felt their students were ill prepared to choose their next step in their learning journey. The teachers also felt that they did not have enough resources to properly guide their students in choosing their secondary schools. They expressed their desire for more materials to further help their students as well.

#### 3.2 Survey Results

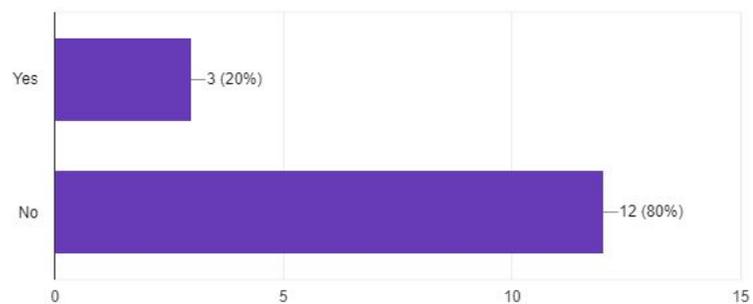
Are your students scared of going to Secondary 1?

15 responses



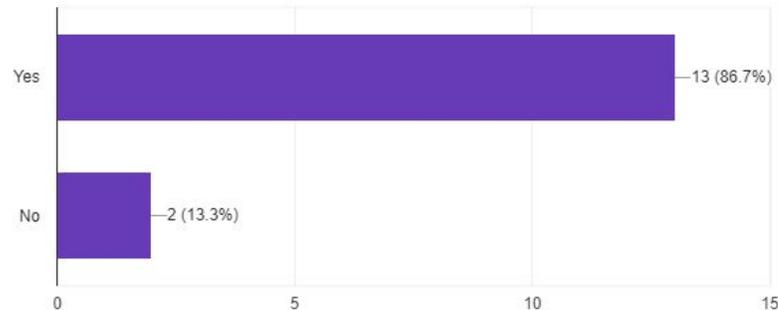
Does the school provide enough resources to teach your students how to better cope with Secondary 1?

15 responses



Would you like more resources to help your students prepare for secondary 1?

15 responses



### 3.3 Development of Resources

A review was carried out on the MOE website and we collated the relevant information, such as LEAPs and CIP into the booklet and video. As students who have gone through secondary school, we also gave tips, such as time management and some advice on how to best choose their CCA. The video also included animations to hold the students interests, while learning of the different content.

### 3.4 Pilot Test

A pilot test was conducted to a class of students and we also gathered feedback from our former teachers. Recommendations from the two groups of people were incorporated into our product during the fine-tuning process. Generally, the feedback was positive and they said the product would be useful to them in choosing their secondary school or guiding the students in choosing their secondary school.

VIDEO I THINK WILL BE APPEALING TO STUDENTS BUT MORE ANIMATIONS AND MAYBE CARTOONS OR PICTURES HERE AND THERE WOULD BE BETTER

OVERALL I THINK YOU GUYS HAVE DONE A PRETTY GOOD JOB.

THE BOOKLET SEEMS A BIT WORDY SO STUDENTS MAY GET BORED OR LOSE INTERESTS U KNOW P6 STUDENTS.

#### **4 Outcome and Discussion**

When we gathered the feedback from the teachers, we made the decision to add a video as well, since students may get bored with the booklet. We changed the booklet to mainly be for the parents to read, while the video could be played during Form Teacher period, for the teacher to facilitate and educate the students. We understand that our product may be irrelevant if there are changes to the syllabus or the MOE criterias and since the booklet is hardcopy, it would be hard to update and redistribute to the schools and parents. Thus, our suggestion would be to take the product online and refresh the content annually, thereby ensuring its reliability and usefulness through the years.

#### **5 Conclusion**

Through this eventful project, we have managed to not only help the P6 students whom we set out to help, but also learnt many values in the process. When we thought of this project idea, we thought that it would be smooth sailing and would go without a hitch. However, we were wrong as we experienced many ups and downs in the process. Some of the challenges we faced would include our selected school of choice not being available for the pilot test due to the packed schedules of the primary 6 teachers and students alike. However, we learnt to compromise with the busy schedules of the teachers and eventually managed to fit time slots in to carry out our pilot test. Without the skill of compromise, we would not have been able to find an ideal time slot for our pilot test. Besides we also learnt the skill of communication, undoubtedly as we managed to interact with people of different ages and managed to form a connection between us and understand the problems that these kids face, and how best to help them.

## **6 Acknowledgements**

We would like to acknowledge and express our deepest gratitude to the following individuals, without whose help the project would never be a success.

Mrs Amoss from Catholic High School (Primary) for working with us to carry out the pilot test, to accepting our interviews and giving us valuable feedback to improve our product.

All students and individuals (from Catholic High School (Primary) who have helped in the pilot test or any other way during this journey

Ms Elizabeth Lee for her patient guidance throughout the whole journey of the project.

## **7 References**

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