Give'em LIP
Year 7 Learning Induction Program

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The transition from primary to secondary school is a vital time. We need to establish our Year 7s as effective learners and members of our school community. Too often students are plunged into a new structure and with library, ICT and information skills taught in isolation. Victoria's recently reformed curriculum, The Victorian Essential Learnings [VELS], promotes an integrated curriculum. The school library has taken the initiative to work collaboratively with teachers and specialist staff to develop, implement and evaluate the Year 7 Learning Induction Program, LIP.This paper will report on the rationale, collaborative development, implementation and evaluation [student and teacher] of the Year 7 Learning Induction Program at Sunbury College.

The Learning Induction Program

Collaboration & Development of the Program

A 2 week induction program was developed collaboratively with teacher librarians, ICT teachers, sub-school teachers and in consultation with subject teachers and coordinators of equal opportunity, student welfare and other teachers with positions of responsibility.

A brief description was given to teachers calling for their input. Teachers were asked what content, interdisciplinary and personal/interpersonal skills they would usually cover in the first two weeks. If the program was to work the teachers delivering the program needed to feel ownership and that the program was not robbing them of their subject time but setting students to be effective learners with the interdisciplinary skills and understandings required for all disciplines. During the end of year planning time an Information meeting with all year seven teachers was held to disseminate and brief the teachers on the program. On the first day of 2007 there was an all year seven teachers meting where the booklets and timetables were handed out and the program outlined and questions and concerns addressed. Bookings had been made for computer rooms and the Library and extra teachers, Library and ICT timetabled.

Year 7 Learning Induction Program [LIP]

Teacher Survey

The program survey were announced at a staff meting and then pigeonholed to all staff in November 2006.

Discipline	Other Domains	Other suggestions or comments re the program.
History What history is; methods we use to find it out; primary/secondary sources. Can include the personal timeline assignment.	Interpersonal Teamwork, getting to know each other. Thinking Communication – both standards	Good idea if all teachers are included & are aware of what is happening; and there aren't too many double ups!
English Getting to know each other Literacy skills testing Short Story task Small issue [media] analysis task	Communication Interpersonal skills	A really good idea for 2007.
Literacy		Class get to know you activities, icebreakers. We can't assume students know each other. We can't expect them to work together if they don't feel comfortable together.
Geography Colour coding map of school into categories/key Mapping their movement Hinterland of school		Could look at the school from Google Earth
EO		Recommend all students get an explanation of the EO policy, as per student diary. EO Coordinator to present and form teacher present. Session done on a form by form basis.
Materials Technology Safety rules Introduction to speciality rooms Introduction to first design brief that covers the	Communication	Not all students will do Food, or the other Mat. Tech subjects. Some do 6 months in year 7, others in yr 8

dimensions from the Design, Creativity &Technology domain.		
Creative Arts Introductory activities: Prac – Title page design for project books – Imaginative piece [Freaky picture based on existing object. Theory – Art Detective introduction: overview of text, content & use Evaluation sheets	Communication Listening, Presenting Creating, Making	
Science Introduction to Science Safety in the lab		Would like to run an introduction to the school environment – students role in the school re environment egg how they can help with litter
Maths Outline of maths program & course requirements Test basic skills		
Performing Arts About Music Listening Skills Rhythm activities	Listening Thinking Communication Group Work	Is it possible to outline/stress organisational skills – use of diary
Junior Sub School		Developing guidelines for ways all teachers/disciplines can use Passports
Student Connectedness		Investigating suitable guest speaker/performance Peer Support introductory session [get to know you] – 1st week, Wednesday, period 5
Curriculum Committee		Free online tests for English & Maths Linear & Adaptive tests Report score can be linked to VELS progression points

Description and Implementation of the Program

- ➢ Delivered by all teachers in first weeks
- ➢ Each year 7 group to follow a two week timetable that will have the following elements:
- • First sessions concentrating on ICT orientation [in computer rooms]
- • School Orientation

- Information Literacy: Library Orientation, ICT [the network, file management, netiquette], Research
- Welfare & Discipline – Rights & Responsibilities – Classroom Rules
- Equal Opportunity
- Peer Support
- Interpersonal & Personal Learning
- Grade 6 Passports
- Year level Activities: BBQ, Performance/Guest Speaker

Major Activity: Learning Web Quest – using Guided Enquiry principles , in particular the 'zone of intervention' strategy, the quest is designed to take students to quality and useful information sites, the school catalogue and interactive learning sites, [see Appendix]. In pairs, students complete information collection activities, evaluation tasks and experience interactive sites to discover their learning style, Emotional Intelligence exercises and Information Literacy activities.

Major Task: Digital Story- a sixty second Me story drawing on work done in English, History and Geography utilizing Movie Maker software.

Evaluation &Research Methodology

The Victorian Essential Learning Standards promotes Assessment FOR, AS and OF Learning. Assessment FOR and AS are supported by the 'zone of intervention' strategy. We used the collaborative process to plan the program; integrating the interdisciplinary domains and dimensions of the VELS and ICT, predicting the 'zones of intervention'. The Assessment AS allowed the students to tell us how the program was easing their transition to secondary school and what we still needed to do. We aimed to report that to teachers immediately so it could be acted on.

- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching

- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals

- Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Assessment FOR learning
occurs when teachers use inferences about student progress to inform their teaching.

Assessment AS learning
occurs when students reflect on and monitor their progress to inform their future learning goals.

for · as · of

Assessment OF learning
occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
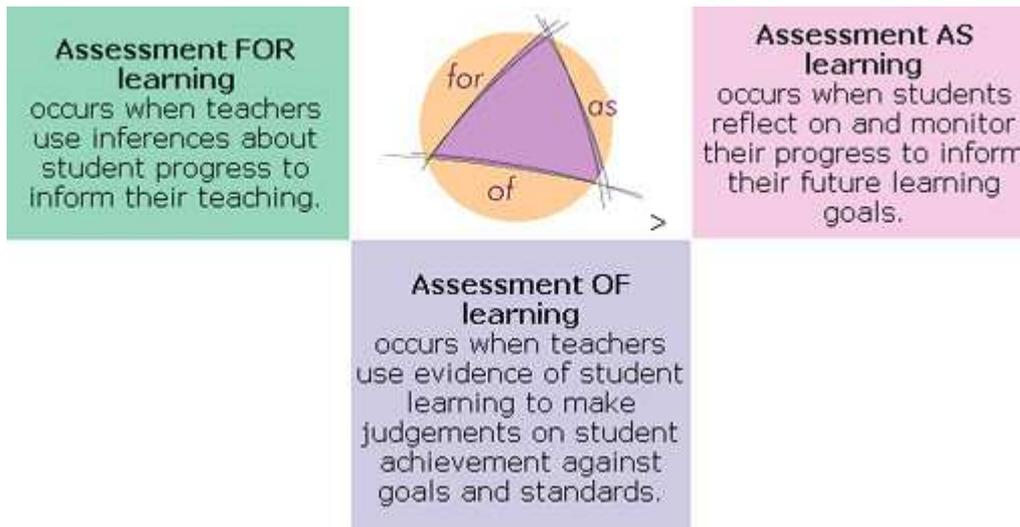
We used surveys to elicit quantitative and qualitative data. The student survey we framed in student friendly language. The timing of the survey is important. A substantial part of the program needs to have been completed, but also there needs to be still time for the Assessment AS to be acted on.

Evaluation Results

Student

Students were surveyed on day seven of the program, the seventh day at secondary school. The results of the survey were collated overnight and a summary reported to teachers at the next day morning briefing and the full report written hard copy via pigeonholes. The suggested immediate actions, following the 'zone of intervention' strategy, were highlighted at briefing and with the written report. We were pleased to see the majority of students responded positively. They were happy and confident, making comments: Loves high school, I'm very excited about each day and I'm loving it. We noted there were still some students with concerns, which we aimed to have addressed by the feedback to teachers.

Results: Assessment AS Learning & Midway Evaluation

Comments & Suggested Action

Question	Responses	Still need to know/Comments	Suggested Action
Are you getting to know your way around?	YES 167 NO 15	Offices: Welfare, Principal's, A.P.'s offices, Sub School office, sickbay Have maps around the school – colour coded Have big signs I put a map on my locker door	Review the walk around tour Explicitly check they all know Give 2 maps – for locker and folder Put laminated , colour

Question	Responses	Still need to know/Comments	Suggested Action
			coded maps – at sub schools, near timetables
Are you getting to know how secondary school operates?	YES 235 NO 6	Bell times After bell say period … Reading the timetables canteen Lunch time lines at canteen too long Lunch too short Want a place for year 7s to hang out	Ensure staff know how to print/read timetable and to point out /fill in blocks Bell time changes communicated using all channels – PA reminders, esp at start of year Approach canteen re length of queues LSF building
Are you getting to know how you can be a good learner?	YES 235 NO 6	How to use text book research Diary has helped Not using library yet Most of the things we did at PS I think the orientation things are a big help Can't access Internet from home	A teacher per form to be responsible for checking all aspects of program are delivered.
Are you getting to know your teachers?	YES 204 NO 35	Teachers are nice Names – wear name tags Hard to pronounce names Teachers are helpful Want to know teachers better Where to find them Teachers don't speak about themselves – seem shy First impressions have shown me a lot about my teachers	Consistently wear name tags, esp now Where to find teachers list on sub school office and elsewhere – near timetables NOTE: Teachers of forms B, C, D, F, G, H, I, J, K - ensure all students know them, wear your name tag.
Question	**Responses**	**Still need to know/Comments**	**Suggested Action**
Have you had help quickly when you've needed it?	YES 143 NO 2 MOSTLY 98	From teachers and kids Some don't tell me the right way Class size Can't find staff rooms – hard to contact some teachers	NOTE: Teachers of all forms, but esp B, D, E, F, G,J make effort to ensure students are getting help quickly – encourage to ask
How are you feeling so far about starting secondary	HAPPY 128 CONFIDENT 107	Have feelings in my stomach Have only been here a week It's really fun Was scared, not any more Bored already Loves high school	Bored – we identify our Literacy and integration needs students before they start but have we identified our gifted?

school?	CONCERNS 14	Boring at recess/lunch I'm very excited about each day Ok, but I don't feel I've as many friends It's a tie b/w – but I'm getting there Mixed – but its fine so far I'm OK & happy I am very happy at this school I'm so happy New friends I'm loving it so much	Feelings in stomach – a session on stress & physical responses and what you can do about that – breathing?

Teacher Evaluation

Teacher evaluation was conducted at the staff meeting that fell on day seven of the program, the seventh day of school. We were pleased to see they mostly felt supported, approved of the elements of the program and were confident and happy. There were concerns about understanding and communication about the program and delivering the program and their subject content. Teachers' evaluation and comments were honest, constructively critical and positive.

Results: Midway Evaluation

Responses: 32

Note: more than 1 response selected in each question

Understanding of the Program	
Knew what about 18	After 1st day Yes I think so Library orientation New teacher so I knew little about it, found out what was required of me.
Knew what required 18	Not really
Confused 4	I was confused at start, but as the program ran, gained a better understanding Knew what about, but still confused with activity changes, put updated timetable on whiteboard At first, but knew what I thought was important to pass on, but not sure if this is what is expected of me Bit unsure how to do Passports

	Asked LIP team individually, then understood Due to timetable changes
Communication: Meetings, Bulletin, Pigeon holed notices, Minutes	
Good 11	Became clear, easy then
Satisfactory 16	For new teachers – a brief outline during orientation Need step by step instructions Meeting – too full of unnecessary information Need to get subject teachers together so we know how to approach Team always happy to help
Need More 3	Found out about Numeracy testing, just before, no time to inform class, so ran out of time Ensure room changes listed
Support: Resources ready Extra teachers, Someone available to ask	
Good 22	Everyone in the Library was very supportive, as usual Excellent help from Bernadette/Glenys All was good stuff
Satisfactory 5	Need technicians in room for start of Literacy testing. Too many log on problems and invalid sessions which required me to leave the room to sort things out 7J passports went missing, found just in time Willing but in class /doing program when at times I needed to ask I've got Literacy testing tomorrow, I don't know what's happening, but I've been told not to worry!
Need More 2	Do training on using Passports, what others do.
Booklet/Handouts	
Useful 28	Had to tailor for Literacy class How to research good, better to use when they have a project. I combined the textbook literacy with the research. Used it all the time
Not Useful 1	TRAC group need different sheets Written instructions sometimes difficult to understand – make more step by step To me, but useful for others Research handouts – Too written/bit boring – I know it's extremely useful, maybe it's how I work through it.
Elements of the program: Transition Learning Library Welfare	
Good 27	Areas need to be tailored but all in all, well done Library intro – very good, just the right intensity Did Literacy, diary – sessions went well

	Excellent range Good idea, need to talk to others doing it. Students have been positive
Not Needed 1	4 lessons on diaries too many Passports – laboured, not well thought through by kids Diary a bit too long – 2 sessions
Need to include 3	PoLT Learning surveys – as part of "Me as a learner" School orientation

Your Feelings

Confident 8	
Not Confident 1	
Happy 19	Fine
Frustrated 6	Classes itching to start pracs Students turned off to some things Too much teacher talking, teacher lead discussion I've effectively missed 2 weeks of Drama with one class.
Angry 1	

Other comments	Suggestions
Although in first year, a brilliant tool for introducing nervous Year 7s into the school environment Reflective circle eats into prac class period 6 Reflective circle worked well in the period 6 we had. Well done organisers Students seem positive, took onboard the objectives Great Work. Program was great. Great idea. Good idea, just needs a little refining I hope all teachers followed the program Loved the high tech, bullet proof name tags – A1 security Helped the students settle in, great program, will be even better next year. I handballed research to a history teacher, and did my job of introducing the students into the Drama room/safety practices/uses Some classes not done mapping - late week	Numeracy testing needed 2 periods Do Research in Pathways Take care with TRAC timetable – break up Need at least 2 morning teas/lunches to get staff onboard. Need to go through finer points with Sub School staff. Some things too late in the week, all classes need their timetables straight away Passports need to be returned to central point. Team Leader – be involved more with classes- how to tricky Team leaders appointed to sessions on rotational basis – I would like to experience all activities with different classes Very good for students, but would like to start teaching my subject without interruption. I don't know if first class should be LIP – first contact b/w teacher/student Students now seem anxious to begin a

2 Have not seen yet due to having double periods! Due to timetable only saw them once in first week, then not for another week	normal course How can you teach research in subject that doesn't do research? – Drama – we need to induct students into Drama too.

Conclusions

The Learning Induction Program seems to be contributing to meeting the aims of establishing our Year 7s as effective learners and members of our school community. Student and teacher evaluation was positive and constructive. The program was developed over a short time frame. Teachers had limited opportunity to learn about the program. Some teachers delivering the program were new to the school so had not benefited from the previous year meetings and consultation. Not all elements of the program were delivered because time ran out. The integrating of ICT was vital and a key tool in engaging students. Student focus groups will be used to gather student's assessment and comments on their start to secondary school. We will use a collaborative process, taking the proposal for the 2008 program, [taking into account the student and teacher evaluation] will go to teachers for consultation, their constructive critique and suggestions will be taken on board and a final proposal submitted to Curriculum Committee. We need to have more opportunity to teach the teachers about the program, and we need t o provide the necessary Professional development for teachers in order for them to better implement the program in 2008.

To effect change in schools is always a challenge. Teachers are busy and are not always receptive to change, especially if there is a possible perception that their discipline teaching time is being robbed. We had to convince teachers that the perceived loss of time would be offset by the interdisciplinary value of the program, making their students more effective learners. For the collaborative process to be successful, teachers need to be consulted , their professional critiques, suggestions and concerns taken on board and for them to be fully supported during the process of implementing a new program.

References

Blueprint for Government Schools [2003]
  http://www.education.vic.gov.au/about/publications/policy/blueprint.htm
  http://www.sofweb.vic.edu.au/blueprint/
Victorian Essential Learning Standards [2003]
  http://www.sofweb.vic.edu.au/blueprint/fs1/learnings.htm
Kulthau, C. C & Todd, R. J. *Guided Inquiry: Implementation*
  http://www.cissl.scils.rutgers.edu/guided_inquiry/introduction.html
Multiple Intelligences Wheel
  http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm
State of Debate Game 7 RU Revising Science Game
  http://www.bbc.co.uk/schools/
Interactive Search Engine Tutorial

http://www.learnthenet.com/english/index.html

Preparing for Study

http://www.how-to-study.com/

Biographical Notes

Penelope Geoghegan is the Resource Centre Manager and an English teacher at Sunbury College. She works collaboratively with teachers to develop and implement programs that integrate best practice teaching and learning strategies, information skills and ICT. Recent programs are the Year 9 City Curriculum Program and for 2007, the Year 7 Learning Induction Program.

Penelope is Vice President of the School Library Association of Victoria, [SLAV].

Appendix 1

THE LEARNING QUEST 2007

LIBRARY LEARNING RESEARCH RESOURCES

- In pairs complete each set of tasks.
- You can complete the sets in any order.
- NOTE: You will need to be in the Library for the Library and Research sets.
- You can find the online version of the Quest on the school Intranet.
- You will need to log on to the school Intranet.
- Record your answers/responses.
- Tick when completed.
- Get a teacher to check.
- When all sets have been completed get a Library teacher to sign you off.
- Complete the evaluation and give to a Library teacher.

TASKS	COMPLETED	DATE	TEACHER CHECK
Library			
Learning			
Research			
Resources			

NAME: _____ FORM: _____

HAS COMPLETED

THE LEARNING QUEST 2007

DATE: _____

TEACHER SIGNATURE: _____

Library

Library Rules

We have some basic rules to ensure everyone can work safely and effectively.
Write down 4 rules the Library needs. Ask Library staff or teachers to check your rules.

1. _____

2._____

3._____

4. _____

Finding Information and Resources

Organization of Information & Resources

Information/non fiction resources are arranged by the **DEWEY DECIMAL SYSTEM.**
This system gives a decimal number for each subject. The more numbers that are added the more specific the subject. For example, 700 is the number for the Arts and 790 the number for Recreation & Performing Arts, 796 is for Athletic & Outdoor Sports and 796.3 for Ball Games.
Write out the subjects for the main Dewey numbers in the space provided. Use the Explore Dewey bookmark.

DEWEY DECIMAL SYSTEM

000 _____   500 _____

100 _____   600 _____

200 _____   700 _____

300 _____   800 _____

400 _____   900 _____

Finding resources by using the catalogue – Bibliotech

The catalogue is on the school computer network. To access the catalogue you must first log on.

Accessing Bibliotech – The Catalogue

Once logged on click the Start button, up to programs, across and down to Bibliotech.
The SEARCH screen will appear. You move the arrow around with the mouse and point and click.

You can search by SUBJECT< AUTHOR< TITLE

- **To find information / non fiction books:** Search by **SUBJECT**: use **keywords** to do with your subject/topic, these are your **search terms**.Enter one or more of your search terms in the search window.
  Note: the more terms you add the narrower is the search.

➤ Enter **animals** as your search term.

How many resources did the system find? _____

➤ Add **Australian** to the search window.

Now how many resources did the system find? _____

➤ Sort the results by clicking the sort button, a drop down menu will appear, click on call number. This will put the results of your search in order of their call number.

What is the main call number for Australian Animals? _____

➤ **Find the Australian Animals books on the shelves**

➤ **Write down the exact call number and title of two books about Australian Animals.**

1. _____

2. _____

- **To find fiction books**
Search by **AUTHOR or TITLE**
       ➤ **Enter Andy Griffiths, Paul Jennings or you favourite author in the search window.**
       ➤ **Write down the title of two books.**

1. _____

2. _____

Learning
What kind of Learner are you?
➤ Go to the **Multiple Intelligences Wheel** and take the test. Print out your results. Record your top three preferences.
➤ Click on the What are Multiple Intelligences button and make notes on the key characteristics of your top 3 intelligences. Do individually.
http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm

Intelligence 1: _____

Characteristics:_____

Intelligence 2:_____

Characteristics:_____

Intelligence 3: _____

Characteristics:

_____

Can you keep your cool?

➢ Go to the *State of Debate* game and see what it takes to NOT get arrested. Work through at least 2 of the scenarios together and then note the characteristics of the responses that either got you arrested or got you out of trouble**.**
http://www.bbc.co.uk/schools/

➢ **Click on: Secondary – Study Skills – Games – 11 – 16 – Scroll to Revision – Select *State of Debate***

What type of responses got you out of trouble?

_____

What type of responses got you arrested?

_____

What have you learnt about controlling what you say?

_____

How can you apply that when working with others?

_____

Can you Study and do Revision?

Reading your novel   Reading your text book   Making summary notes

Re-writing wrong answers   Practise exercises   Practise tests/exams

➢ **Go to the RU Revising Science game. Play the game. Do the game together.**
http://www.bbc.co.uk/schools/

➢ **Click on: Secondary – Study Skills – Games – 11 – 16 – Scroll to Revision – Select RU Revising Science**

➢ **Analyse your study space**.

	YES	NO	IF NO, WHAT I NEED TO DO
Is my Study Place available to me whenever I need it?			
Is my Study Place free from interruptions?			
Is my Study Place free from distractions?			
Does my Study Place contain all the study materials I need?			
Does my Study Space contain a large enough desk or table?			

	YES	NO	IF NO,WHAT I NEED TO DO
Does my Study Place have enough storage space?			
Does my Study Place have a comfortable chair?			
Does my Study Place have enough light?			
Does my Study Place have a comfortable temperature?			

➢ **Go to the How- to -Study.com site for tips on how to improve your study space.**
➢ **Click on: Preparing for Study**
http://www.how-to-study.com/

➢ **Write down the 5 reference sources you should have in your study space.**

➢ **Click on: Strategy for Reading Textbooks**
➢ **Write down and explain what each letter of the SQRW strategy.**

S__ __ __ __ __ : _____

Q__ __ __ __ __ __ __ __: _____

R__ __ __ __: _____

W__ __ __ __: _____

Research
Research Assignments
➢ Go to the **Making a Difference CD** on the school network. Explore then answer the questions.
➢ **Explain the 6 steps in the Information Skills Process**

DEFINE: _____

LOCATE: _____

SELECT: _____

ORGANISE: _____

PRESENT: _____

ASSESS/EVALUATE: _____

Using the internet
➢ **Go to Learn the Net site and do the Interactive Search Engine Tutorial.**
http://www.learnthenet.com/english/index.html
Click on: Find Information – Interactive-Search Engine Tutorial

➤ **Answer the questions.**

What does case sensitive mean? _____

What are sponsored links? _____

How many documents matched the query? _____

What does the com in the URL or web address mean? _____

For an advanced search where do you type a phrase? _____

Which site will help cheer up Rascal? _____

Internet VS Library

➤ **For this task one will use the Internet and one will use Library resources to find the answers and record the source and the time it took.**

Library Resources: Encyclopaedias, Specialist Reference [Dictionary, Thesaurus, Atlas], Magazines, Information/Non-fiction, Newspapers, Videos/DVDs

QUESTION	ANSWER	SOURCE	TIME
1. What was the expected temperature in Adelaide for today?			
2. What does NATO stand for?			
3. What is a black hole?			
4. What was Australian Eddie Charlton famous for?			
5. How tall is the Empire State Building in New York City?			
6. How many bones in your body?			
7. What is the capital city of Sweden?			
8. How fast can a cheetah run?			
9. Find the names of 3 eucalyptus trees.			
10. When and how and where did Ned Kelly die?			

Who finished first? _____

What questions were answered quickest by the Internet or by Library resources ?

Resources

Information Internet Sites

➢ **Go to the listed Internet sites. Explore & Evaluate**

State Library of **Victoria**
www.**slv**.vic.gov.au

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

The Education Channel
http://www.education.vic.gov.au/secondary/default.htm

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

The ABC
http://www.abc.net.au/

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

Australian Dictionary of Biography
www.adb.online.anu.edu.au

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

Penguin
http://www.penguin.com.au/

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

Paul Jennings
http://www.pauljennings.com.au

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

Zoo
http://www.zoo.org.au/

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

Scienceworks and The Melbourne Planetarium
http://scienceworks.museum.vic.gov.au/

    Who is the author? _____

    What is their authority/expertise? _____

    What information? _____

    How could you use this site/information? _____

Cite this site for a bibliography. _____

The Age
http://www.theage.com.au/

    Who is the author? _____

What is their authority/expertise? _____

What information? _____

How could you use this site/information? _____

Cite this site for a bibliography. _____

Wikipedia Online Encyclopaedia
http://en.wikipedia.org/wiki

Who is the author? _____

What is their authority/expertise? _____

What information? _____

How could you use this site/information? _____

Cite this site for a bibliography. _____