

Jessie

7 years (Year 3)

Jessie and his whānau whakapapa to Ngāpuhi Iwi through his mum, and Alafua Nu'u in Samoa through his dad. Jessie moved with his whānau in Term 3, 2020 from Kaikohe in Northland to Te Atatū in West Auckland.

Jessie's whānau includes a younger sister (2 years old) and a brother (5 years old). Both parents are seeking work in the area and are staying with Dad's brother.

Whilst in Kaikohe, Jessie has the support of an MOE psychologist, speech and language therapist, kaitakawaenga and RTL. Jessie's new school have put in a request for support after multiple daily incidents of fighting with younger and older tamariki; leaving the classroom without permission & refusing to follow his teacher's instructions in the first three weeks of Term 3. No information has arrived for Jessie from his old school, but in speaking with his mum she shared the following:

- Jessie has moved from a Year 2-3 composite classroom to a full Year 3.
- His teacher in Kaikohe was firm but fair, and after similar behaviours in term one, had begun to 'come right' by the end of Term 2.
- He had been through kindergarten with many of his peers from his class
- Jessie had one good friend, Malia who he is missing.
- He has had a history of glue ear since 1 year old, and has had two sets of grommets.
- Jessie uses two word phrases and gesture to communicate to his family, and when he can't be understood will yell and throw things.
- Jessie is able to recognise and write the letters in his name.
- In maths he can count objects accurately up to five, recognises numbers to eight, can rote count to ten, but not name numbers before and after.
- He is not yet able to point 1:1 accurately when reading magenta texts, but tells the story in his own words, and links to his prior knowledge.
- Jessie has not had a recent vision test but his last hearing test (with grommets in place) indicated no hearing loss.

Sarah

16 Years Old (Year 10)

Sarah is the third generation of her family to live in Aotearoa New Zealand. Her dad's family came from Scotland, her mum's family from England, and Sarah identifies as a European New Zealander. Sarah lives with her dad, step-mum, and eight year old brother in Helensville, West Auckland. Sarah has lived in Helensville since her parents separated when she was ten. Her mum lives in Papakura, South Auckland, and Sarah stays with there one weekend a month.

Throughout her schooling Sarah's teachers have noticed she has 'a way with talk', and puts in the effort, but continues to struggle with basic decoding in reading and encoding words in writing. Sarah has been part of supports at school from Year 1, including phonological awareness groups, reading recovery, STEPS and reciprocal reading, and made slow progress through these supports. Reading and writing continue to be real areas of challenge for Sarah and she is well below expectation in these areas. Sarah was held back twice at school (once in Y2 and again in Y8). She has just turned 16 and is in Y10.

Outside of school Sarah has always loved doing photography and has also thought about childcare but these are not options at her school. Once Sarah started college her dad noticed some differences in Sarah. She has said she doesn't see the point of going, that they just want them to copy stuff down from the board, and she can't keep up with the writing. At least twice a week Sarah's school has called to let him know that she hasn't arrived, and Sarah refuses to engage in discussion about where she had been.

The teachers Sarah works with have made complaints to the Dean that when she is there Sarah is loud and rude to peers and the teacher in classes, intimidates and bullies others and does not comply with adults requests. She has been stood down three times in the last 18 months. One of her teacher's reported seeing Sarah hanging out with students that were 'invited to leave' last year. She was recently involved in a fight which was filmed and put on YouTube. Sarah's school have given her a warning, explaining if she continues to behave in this way, she doesn't need to be at school, she is after all sixteen.

Sarah's mum has said this is all part of being a teenager. She was just like Sarah. School wasn't for her, and it wasn't for her dad either, and she has suggested that Sarah move in with her and get a job. Sarah won't talk to either of her parents when they try to raise the issue of school.

Paora

5 Years Old (Transitioning to school)

Paora lives with his Nanny and 3 siblings. At home his whanau speak a mix of English and Te Reo.

He enjoys being outside and playing on the swing at home. He likes watching his siblings play.

He has been attending his local early learning service regularly for over 2 years. When his Nanny drops him off, he runs in straight to his favourite puzzle and puts this together. He then can engage with a range of activities, particularly enjoying climbing and going on the slide. At mat time he often sits on the periphery and joins in with his favourite songs. Other times he will wander off to explore other resources.

Both at home and at his early learning service, when given instructions Paora needs others to gain his attention first and to keep instructions to 1-2 steps. He is more successful with following instructions that are part of his daily routine.

Paora will point to what he wants, and shares his wants and needs using 1-3 word sentences. He sometimes will bring things to show a familiar adult eg a playdough sculpture he has made.

Paora often observes what his peers are doing in order to learn, particularly for new activities eg he learnt to ride a balance bike this way. When his peers have something he wants, he is learning to wait for his turn and can need some adult support to do this. He is learning to use the language to negotiate sharing resources.

Changes in routines can be distressing for Paora, and he can become upset, crying and lying on the ground. He then needs a familiar adult to help settle him, rub his back and talk calmly and this can take some time.

In familiar spaces eg home, early learning service, Paora is able to keep himself safe and knows to not climb on the gate and to stay in the backyard. In unfamiliar spaces eg a shopping centre, he can become distressed and agitated, and then will attempt to run away. At these times he does not stop when his name is called.

His Nanny and the Kaitakawaenga shared korero about Paora starting school. His Nanny was anxious for this to be a positive experience for Paora, and that his teachers would care for him and allow him to be himself. She was also concerned about his safety at school and keen to hear how he would be kept safe.