PROMOTING EARLY LITERACY: A PLAY BASED PRE-WRITING SKILLS PROGRAM

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I acknowledge the Australian Aboriginal and Torres Strait Islander peoples as the first inhabitants of the nation and the traditional custodians of the land on which I live, learn and work.

Western Australian Centre for Rural Health
OVERVIEW OF ROGANO SESSION

The presentation will cover:

- Objectives of the Rogano Session
- Background into Pre-writing skills
- Discussion of the implemented Pilot (Phase 1) Program
- Research aim and outcomes for Phase 2 Program
- Discussion: Invitation to participate in online discussion on best way forward in Phase 2
OBJECTIVE of SESSION

Provide an opportunity for online discussion around Phase 2 of research project to further develop it into a robust research project.
Aim of Pilot Program: To develop and evaluate a pilot Kindergarten Play based Pre-writing Skills Program (KPPSP) across two primary schools in the Pilbara.

Fine motor activity involving colouring in, cutting, tearing paper, gluimg.

Acknowledgement
Lynda Ryder: Elder, Teacher, Pegs Creek Primary School, Western Australia
PRE-WRITING SKILLS

• Foundational skills before children can write\textsuperscript{6, 7}
• Linked to academic achievement \textsuperscript{3, 6,}
• Promotes school readiness \textsuperscript{6, 7}
• Paucity of Aboriginal specific pre-writing skills program\textsuperscript{2}
• Occupational Therapists (OTs) support remediation in handwriting\textsuperscript{3, 4}.
• OTs enhance children’s access & engagement in early literacy activities as a whole\textsuperscript{4}.  

Playing : Drawing shapes in the sand with a stick
PILOT (Phase 1 of project)

Development

• Consultation with multiple stakeholders
• Literature review
• Play based Pre-writing Skills Program developed
• Multiple activities - indoor and outdoor activities @ School
Implementation:

- Ethics from UWA & Dept. of Education
- Multiple training programs for teachers and education assistants (EAs) at 2 schools in Karratha.
- KPPSP left at schools for staff to use.

- KPPSP re-inforced by OT students on placement @ Schools
Evaluation of KPPSP:

- Interviews & focus groups of teachers & EA’s @ 2 schools
- Overall, findings suggest that the program is beneficial, and produced positive outcomes

Recommendations:
- Develop home program for parents to reinforce
- Suggestions around increased content of current school version
- Online version to supplement hard copy
PHASE 2 (Scaling up)

Research Aim:
To implement and evaluate a Kindergarten play-based pre-writing skills program and its usability and benefits at school and at home for children in the Pilbara.

Proposed Timeline
• Teacher training across schools commence term 4 2020
• Implementation of KPPSP @ schools term 1 2021
• Implementation and family training from Term 4 2020

Others
• Ethics
• Reference Groups
OPTION FOR STUDY DESIGN

- Action research using mixed methodology with a parallel convergent design\(^1\) is under consideration for schools and parents/carers.

**FIGURE 1** Convergent parallel design of one cycle of action research for schools

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Adapted from Creswell & Plano Clark in Kanadali, S (2017) \(^5\)
PHASE 2.1: ACTION RESEARCH USING MIXED METHODOLOGY [SCHOOLS]

**CYCLE 1** - Term 2(2021)  **CYCLE 2** - Term 4(2021)

**Teachers/EAs**
- Survey
- Interviews

**Teacher/EA**
- Survey
- Interviews

*FIGURE 2: Action Research using Mixed Methodology for Schools*

*Collaboration with Reference Groups*
PHASE 2.2: ACTION RESEARCH USING MIXED METHODOLOGY [HOME]

CYCLE 1 - Term 2 (2021)  CYCLE 2 - Term 4 (2021)

Carer / Parent
- Survey
- Interviews

Program Refined

Carer / Parent
- Survey
- Interviews

Program Refined

* Collaboration with Reference Groups

FIGURE 3: Action Research using Mixed Methodology for Homes
EXPECTED RESEARCH OUTCOMES

Evidence to support development of a regional approach to developing pre-writing skills for children in the Pilbara

Improvement in:

• Usability of the KPPSP
• Bridging the gap between home and school (Transitioning)

This study should also influence curriculum development around early literacy skills.
DISCUSSIONS

You are kindly invited to participate in the following discussions to assist the authors in refining development of this project across the region.

Please offer your thoughts around this via:

1. A virtual discussion site on Qualtrics
   http://uwa.qualtrics.com/jfe/form/SV_a5UUPqB5v5e4iKp

   and/or

2. A closed twitter discussion group that can be found at
   #7rrhss#playbasedprewriting

Please complete by COB 12.6.20
WAY FORWARD

• The authors will analyse the feedback provided via the survey/twitter

• An update on the project will be submitted for publication in Partyline; an online magazine for the National Health Alliance; and can be found at

https://www.ruralhealth.org.au/partyline/home
REFERENCES

5 Kanadali, S (2017) Prospective teachers’ professional self-efficacy beliefs in terms of their perceived autonomy support and attitudes towards the teaching profession: A mixed methods study, *Educational Sciences*: Theory & Practice, 17, 1847–1871.
Any Questions

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THANK YOU