



HOME VISITS

KINDITY SCHOOL

2019-2020

ABOUT THE ORGANISATION

- Name of the school: **Kindity**
- Location[Country]: **Malaysia**
- When was the school established: **September 2019**
- Teacher strength: **4**
- Student strength: **10**
- Existing grades: **Pre-Nursery, Nursery, Kindergarten**
- Approach [Montessori/Play Way/Combination of both/Others (specify which)]: **Montessori**
- Board Affiliation to: **Cambridge Assessment International Examinations (CAIE) for Year 1 - Year 6**
- Training with RLC from: **2019**
- Number of team members trained with RLC: **7 (Karen, Janice, Mary, Vivian, Marge, Sheila, Juin)**

FEEL

Current Scenario

Home visits are not at all practised in the national schools at all. This is unheard of in the Malaysian Education system. This includes private/international schools.

Gap/opportunity in the current system

Gap :

- Not a practice for educators to go to student's homes.
- Isolation between work and home.
- Too many students and too little teachers

Opportunity:

- May start in the Trust Schools by Yayasan Hassanah/Amir (These schools are national schools modelled after international school systems). Generally, they are more open to change and have implemented new ideas easily.
- To leverage on the private-school network

We Experienced

- We experienced that teachers do not see the needs at all and they are not aware that this could actually be done
- We experienced that teachers have safety concerns

IMAGINE

WHAT IF

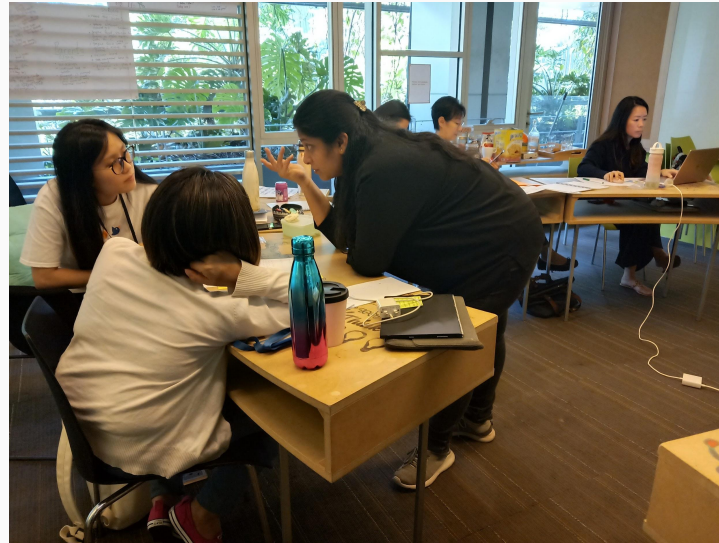
There was a simple way to **enable** the child and family, rather than **label** them?

DO

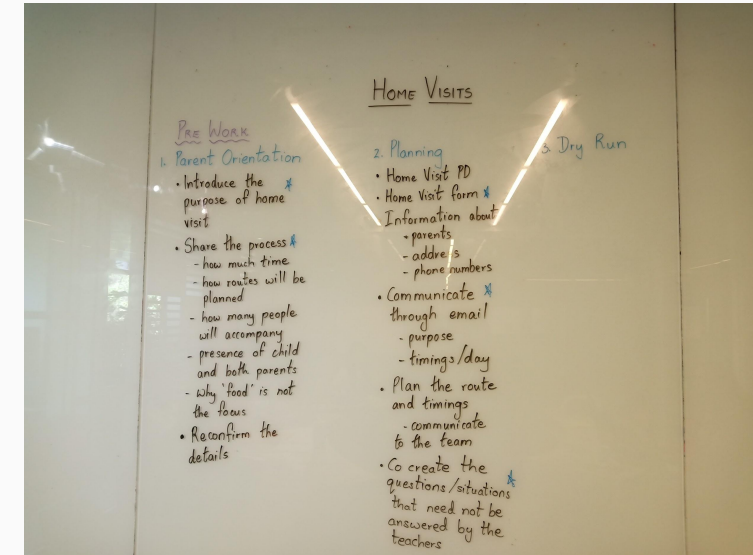
- ▶ **Pre Work**
 - Training with RLC
 - Revisiting through Platform
 - Time tabling
- ▶ **Implementation of the Process**
- ▶ **Post Implementation**
 - Data Management
 - Reflection
- ▶ **Action Plan for the way forward**

PRE-WORK

Process Training with RLC



Workshops

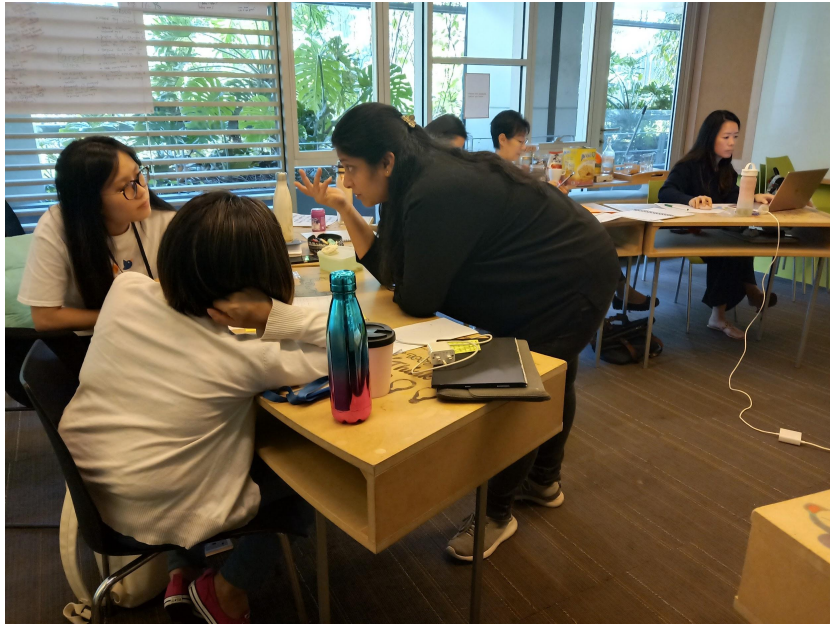


Planning



Dry Run

PROCESS TRAINING : WORKSHOPS

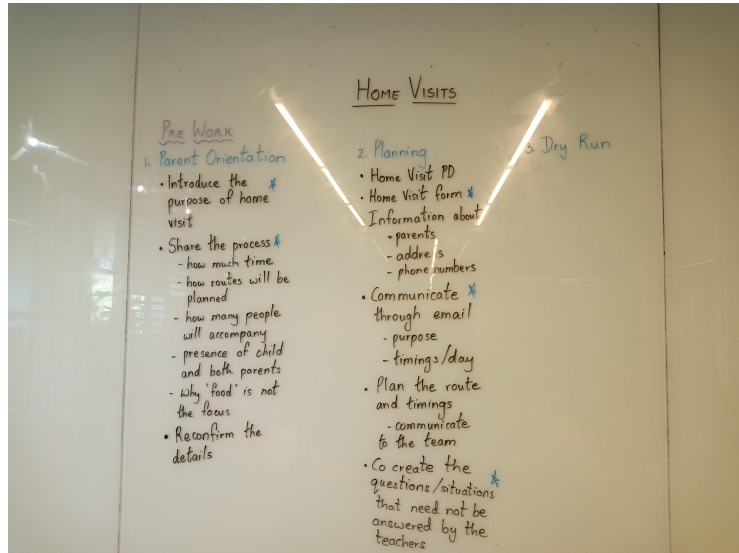


Workshops

The workshop helped us to understand the child better, the context as well as the environment that they are in

It gave us a clear understanding about the process - its origin/purpose/implementation at Riverside?

PROCESS TRAINING : PLANNING



The planning session helped us to map the road for implementation.

All our questions and doubts solved during this session.

We could focus on asking the right question and it helped us to better prepare the students arrival in school

Planning

PROCESS TRAINING : PLANNING



Dry Run

- This step of dry run helped us to understand clearly how it is being implemented.
- It built confidence in us and know what to expect

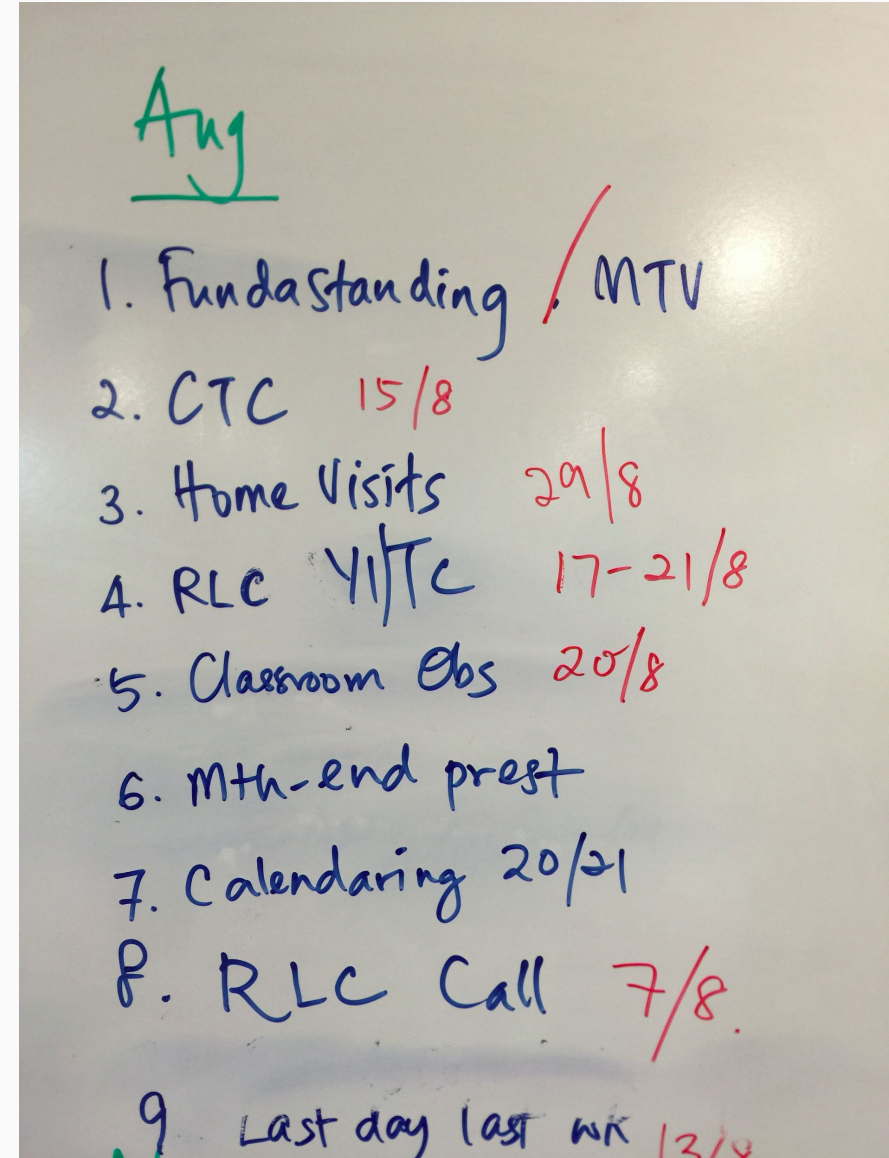
PRE-WORK : REVISITING

- Review the Process on the platform - this helped us to revisit the purpose and thus plan for the Home Visits to achieve that goal.



PRE-WORK: TIMETABLING

- Planning the Calendar - It was important to timetable for it in the calendar. This also helped us to communicate with the parents the purpose and schedule of Home Visits.

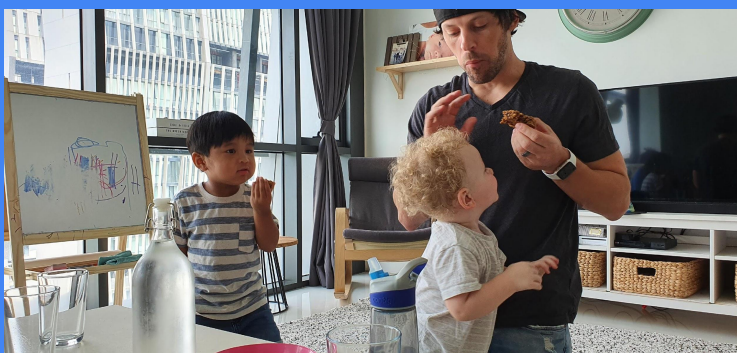


IMPLEMENTATION



IMPLEMENTATION

HOME VISIT FORMS



KINDITY HOME VISIT SURVEY FORM

IMPORTANT - PLEASE TAG EVERY CHILD'S FORM AS : *homevisitsrecord*

General Information:

Child's Name:
Coach's Name:
Date of visit:
Parents's Name:
Family's Details:
Time of Visit:
Family members present:

Child's Routine:

Routine after coming home from school:

(e.g. Playtime/TV/Classes/Tuition/BA/Extra Rigour/Mealtimes/Bedtime)
[Insert text here]

Weekend routine:

(e.g. Playtime/TV/Classes/Tuition/BA/Extra Rigour/Mealtimes/Bedtime)
[Insert text here]

Is the mother working?

- If yes, what does she do? What are her timings? Who looks after the child in her absence?
- If no, what is her routine once the child is home?

Yes

[Insert text here]

No

[Insert text here]

What does the father do?

- What are his timings?
- How much time does he spend with the child daily?

[Insert text here]

What do they do as a family daily?

- On weekends/holidays?
- Do they travel?
- How often?

[Insert text here]

Are there any helpers at home? How are they involved in the child's life?

[Insert text here]

KINDITY HOME VISIT SURVEY FORM

About the child:

Health concerns/allergies (food or medical):
Any fears/behavioral concerns?
Any special interests/skills/talent that the child may have?
Who are the child's friends at school/neighborhood?

When and what do they do together?

Are there any other siblings?

What is the relationship between siblings?

To be asked to the child:

What does the child enjoy doing in his/her free time?
What does he/she enjoy most in school?
Is he/she comfortable doing the BA independently?

What are the child's needs and how can the parents help? (concerns - academic or otherwise/strategies)

[Insert text here]

Additional notes from the parents

(Concerns/queries/suggestions/feedback/comments)

[Insert text here]

Teacher's Observation

Good practice/home culture

[Insert text here]

Bad practice/concerns/potential challenges:

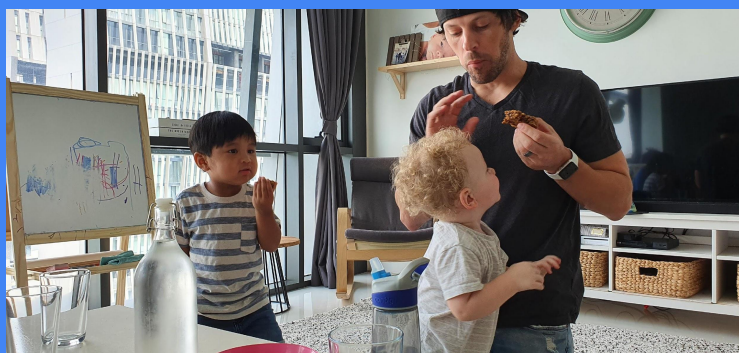
[Insert text here]

Previous daycare/school experience:

[Insert text here]

IMPLEMENTATION

HOME VISIT FORMS



HOME VISIT SURVEY FORM

Coach's Name: Coach Janine
 Parent's Name: Brenny + Kai
 Date of Visit: 20 July 2020 Time: 11:45 - 1:15pm
 Family Details: Single/ Married Family Members: Parents + Brooks

Child's routine: Routine after coming home from school – (playtime/ TV/ classes/ tuitions/ homework/ extra rigour/ mealtimes/ bedtime)

Limited TV Time, nap time 1:30 - 4:00pm, bedtime at 8:00pm

Weekend routine:

Woolly park

Is the mother working? If yes, what does she do? What are her timings? Who looks after the child in her absence? If not, what is her routine once the child is home?

Stay-at-home, mainly taking care of the children

What does the father do? What are his timings? How much time does he spend with the child daily?

Even after MLC, staying at home more often

What do they do as a family daily? On weekends/holidays? Do they travel? How often?

They travelled a lot before MLC

Are there any helpers at home? How involve are they in the child's life?

None

About the child: (reconfirm information in admission form)

Health concerns/allergies (food or medical): Dug allergy

Any fears/ behavioural concern: Speech

Any special interests/skills/talent that the child may have:

Who are the child's friends at school/neighbourhood? When and what do they do together?

Friends at neighbourhood

Are there any other siblings? What is the relationship between siblings?

Brooks

* Parents described him as precocious

To ask the child:

What the child enjoys doing in his free time? Travelling, colour, paint, drawing, letter sound, drum

What does he enjoy the most in school?

Is he comfortable doing homework independently? About 5 minutes independent work

What the child needs and how parents can help? (concerns – academic or otherwise/ strategies)

Not concern for academic, Mandarin will it be another language for him when he has been speaking English. He got frustrated when it's not being understood

From the parents: (Concerns/ queries/ suggestions/ comments/ feedback)

Bringing objects and verify, behavioural - copying and mimicking other friends. Speech therapy (2x a week)

Teacher's observation:

Good practice/ home culture

Bad practice / concerns

- communication => eye contact, short answer should be encouraged
- less toys/books

Previous day care/ school experience

None

Follow Up:

N/A

* Objective
 * the checklist of home visit.
 * structured homework.

POST-IMPLEMENTATION

DATA:

- Since when is this process being implemented?
 - **January 2020 - start of term 1**
- How often is this process implemented - share the time table on how is it planned for each group of students
 - **Whenever there is a new enrolment**

How many teachers have implemented this process

- **All coaches**
- If any teacher is observed then how often and what is the feedback
 - Yes, after every home visit. Feedback would depends on the child and the family.

POST-IMPLEMENTATION REFLECTION

Bright Spots

- Parents see that we are investing time in their child even before the child starts
- It helps foster a relationship between coach and students
- It helps lessen the anxiety of the children on their first day of arrival
- It helps us to understand why a child is acting a certain way as well as to see the difference at home and in school.

Hot Spots

- We find it more relevant to have the home visit prior to parents' orientation

Overcoming Hot Spots:

- We have tried once to have home visit prior to parents' orientation and it helped to lessen parents' anxiety.

LEADER'S REFLECTION

Why do you think this process is of value to your organization / Does the process continues to serve the purpose it was originally planned for?

- Yes, it does. Because it sets Kindity apart from the other centres.

What are the key fallouts of this process that you have observed over a period of time.

- Coaches have to timetable for home visit which can interfere with their day to day responsibilities in school and also private time.

What strategies have you provided, if any, to your team members to improve their practice of this process?

- We try to schedule home visit during the day after class, but during the school hours.

CLOSING THE LOOP



Parents' feedback

"It is good for coaches to visit us at our house to show that we are committed and we are serious about education."

Teachers' Reflections

"It helps us to build relationship before the child comes in and it helps us to understand why a child is acting the way s/he is."

Students Anecdotes/Reflections

(refer to the attached picture)

