

Feuerstein Pilot Stage II ~ BoT Update 9 May 2016

Feuerstein Instrumental Enrichment (FIE) is being delivered across the school in four 50 minute sessions per week; 9:15 – 10:00 am Mon, Tues, Thurs, Fri. In this way the whole school is engaged and focussed on the development of cognitive skills and importantly, thinking about their thinking – meta-cognition. Students, mediators and learning spaces are arranged as follows:



Years 2/3
Years 3/4/5
Years 6/7/8

Basic FIE
Basic FIE
Standard FIE

Tracey
Vicki
Piers

Kenepuru (T1), Kaituna (T2)
Wakamarina
Pelorus

Tracey and Vicki mediate the same instrument blocks to ensure all students receiving the Basic instruments, follow the same 'pathway' throughout the year. This should allow all instruments to be covered with no, or minimal, repetition as students move through the school.

The Standard instruments are not the same as the Basic. They are more abstract and less content based so the order that Piers delivers these in will follow a different pathway than that of Basic – based on the needs of students.

It is anticipated that each of the programme levels (Basic & Standard) will require a two-year cycle to complete. This means the Year 2/3/4/5 students should cover both the Basic and Standard programmes during their time at Havelock School.

Current level of progress through the programme

Term	Level of FIE	Instrument	Status	Hours
1	Basic & Standard	Organisation of Dots	Completed	16:45
2	Basic	Unit to Group	Underway	1:30 to date
2	Standard	Comparisons	Underway	1:30 to date

The school has retained its usual formal assessment regime (recommended) and accordingly has baseline data from early 2016. Mid-year assessment will be kept to a minimum in support of gaining formative information for a small cohort. Oct/Nov assessments will provide the post pilot data which will inform the principal's sabbatical paper being prepared for the MoE and eventual publishing. In combination with anecdotal notes and ongoing 'of the moment' observations, sufficient data will be available for evaluation and drawing valid conclusions.

Lesson plans, anecdotal notes and observations are filed and shared digitally among staff on a regular basis. The end of Term 1 coincided with the completion of the first instrument and provided an opportunity for a rotational discussion among classes, providing a small glimpse into the progress other classes were making in their thinking. This also allowed the staff to monitor and compare their expectations, providing feedback to each other of their perceptions and practice. Staff are also members of the Feuerstein online community of practice (Massey) which further allows and promotes collaboration across mediators and schools in New Zealand.

PMI Review

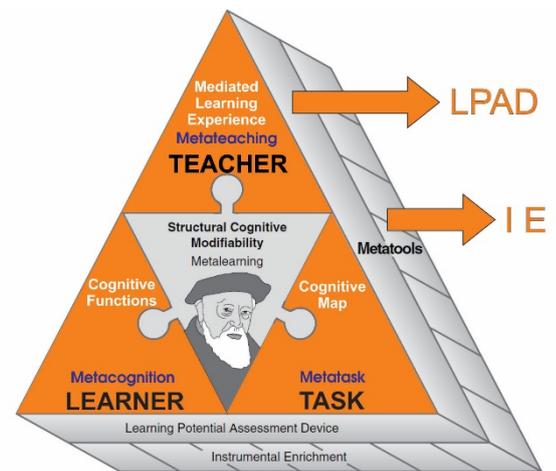
Plus	Minus	Interesting
<ul style="list-style-type: none"> All teaching staff trained Whole school FIE Consistent vocabulary Transcendence/transference to other areas beginning to be noticeable 	<ul style="list-style-type: none"> Some variability in mediation Differing degrees of ownership No manageable way of 'catching students up' if they have missed some days or instruments 	<ul style="list-style-type: none"> Differences in delivery impacting on student ability to demonstrate their understanding and use of vocabulary Discussions with students in other classes Training \$3800 (excl) Materials \$1500 (excl) With travel/accom a significant investment for a small school

Instrumental Enrichment (IE)

Instrumental Enrichment (IE) is a cognitive intervention program that can be used both individually and in within the classroom. The IE program has been successfully used worldwide as a tool for the enhancement of learning potential and cognitive functioning of children and adults. For individuals with special needs, IE is used as a remediation program; for higher functioning learners, IE is an enrichment tool.

To date, the IE program has been successfully used in the following frameworks;

- Enrichment programs for underachieving, regular and gifted children
- Learning enhancement programs for immigrant and cultural minority students
- Remedial programs for special needs children
- Cognitive rehabilitation of brain injured individuals and psychiatric patients
- Professional training and retraining programs in the industrial, military and business sectors
- **More recently, normative cohorts within schools and indeed whole schools** (Shoresh 2016)



IE as a classroom curriculum is aimed at enhancing students' cognitive functions necessary for academic learning and achievement. The fundamental assumption of the program is that intelligence is dynamic and modifiable, not static or fixed. The IE program seeks to correct the deficiencies in fundamental thinking skills, provides students with the concepts, skills, strategies, operations and techniques necessary to function as independent learners, increase their motivation, develop metacognition - in short, to "learn how to learn." IE materials are organized into 14 different instruments comprising paper and pencil tasks aimed at such specific cognitive domains as analytic perception, orientation in space and time, comparison, classification and more. **Deliberately free of specific subject matter**, the IE tasks are intended to be more **readily transferable** to all educational and everyday life situations. The IE materials and teacher manuals have received worldwide recognition and have been translated into 17 languages including all major European and some Asian languages. In addition, there is a Braille version of the IE tools for blind learners.

<http://acd.icelp.info/what-we-teach/instrumental-enrichment.aspx>

Thinking Skill	Feuerstein's Instrument	Thinking Skill	Feuerstein's Instrument
Organization Chapter 1 covers Feuerstein's instrument of ORGANIZATION OF DOTS, which involves creating order out of discrete and unconnected items by linking, structuring, and connecting items.		Relationships Chapter 8 covers Feuerstein's instrument of FAMILY RELATIONS, which focuses on inferring, understanding, and explaining the connection between two or more people or groups and their involvement with each other.	
Comparisons Chapter 2 covers Feuerstein's instrument of COMPARISON, which involves finding similarities and differences between items according to relevant and appropriate criteria.		Temporal Concepts Chapter 9 covers Feuerstein's instrument of TEMPORAL RELATIONS, which involves having an understanding of the concept of time.	
Categorization Chapter 3 covers Feuerstein's instrument of CATEGORIZATION, which involves grouping elements according to appropriate principals and placing items into particular classes or groups.		Instructions Chapter 10 covers Feuerstein's instrument of INSTRUCTIONS, which relate to the two reciprocal processes of encoding (giving) and decoding (receiving) information.	
Relational Orientation in Space Chapter 4 covers Feuerstein's instrument of ORIENTATION IN SPACE I, which involves understanding that one's relative position in space depends on an internal reference system—the direction that one is facing.		Progressions Chapter 11 covers Feuerstein's instrument of NUMERICAL PROGRESSIONS, which focuses on identifying rules that govern the repeated patterns that occur between events.	
Cardinal Orientation in Space Chapter 5 covers Feuerstein's instrument of ORIENTATION IN SPACE II, which uses the cardinal points of the compass—North, South, East, and West—as the reference system to orient oneself in space.		Transitive Relations Chapter 12 covers Feuerstein's instrument of TRANSITIVE RELATIONS, which focuses on transferring information from two pairs of items to a third pair.	
Analysis and Synthesis Chapter 6 covers Feuerstein's instrument of ANALYTIC PERCEPTION, which involves the skill of breaking a whole into its parts and putting the parts together to make a whole.		Syllogisms Chapter 13 covers Feuerstein's instrument of SYLLOGISMS, which focuses on syllogistic reasoning, where from two given premises that have a common middle term, a third premise—called the conclusion—is deduced.	
Problem Solving Chapter 7 covers Feuerstein's instrument of ILLUSTRATIONS, which involves identifying that something has gone wrong (disequilibrium), analyzing why it has gone wrong, and finding solutions to make it right (restoring equilibrium to a system).		Scaffolding Chapter 14 covers Feuerstein's instrument of REPRESENTATIONAL STENCIL DESIGN, which focuses on the cognitive operations involved in mentally reconstructing an event or outcome by looking at the end product.	

Source: Adapted from Feuerstein, R., & Jensen, M. (1980). Instrumental enrichment: Theoretical basis, goals and instruments. *Educational Forum* 44(4), 401-423.