Ingredients for Inclusion: Lessons from the Literature

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ABSTRACT
This paper explores features of successful inclusion through examples found in the literature. Schools have been given the imperative to become more inclusive through various government pronouncements and initiatives, but guidance in achieving that goal has been arguably wanting. School communities that have demonstrated more inclusive practice have shared several features, or ‘ingredients’. These have included: developing a shared vision and common definition of inclusion; a process of learning reflecting best evidence synthesis for professional learning and developments, and change that takes place on the cultural level (Timperley, Wilson, Barrar & Fung, 2007). Through self-reflection, planning, acting on those plans, and reflecting on the outcomes (and repeating this ongoing process) inclusive change has developed in a sustainable way. Finally, this paper describes a tool that has been successfully used throughout the world to facilitate this process of change and suggests that it may be a very effective way that New Zealand schools can develop more inclusive cultures.

Gifted Kids Curriculum: What do the Students Say?

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ABSTRACT
Gifted students have different learning, social and emotional needs to their peers. The needs of some gifted students can be met within their mainstream school. Other gifted students need learning, social and emotional support beyond the school gates. The New Zealand Ministry of Education (2000) advocates for a continuum of provisions for gifted students, including in-class and out-of-school options, such as withdrawal programmes. Gifted Kids (formerly the Gifted Kids Programme) is one such programme. Research conducted with Gifted Kids alumni students (Clark, 2009) found that students who attended Gifted Kids experienced academic, social and emotional growth as a result of their time on the programme. Clark utilised online surveys and focus-group interviews to gather alumni students’ perceptions about their Gifted Kids experience. This article explains the Gifted Kids Curriculum (GCACT, 2010), which acts as a framework of goals and objectives for a specialist programme, using ‘student voices’ to demonstrate its value.

Together We Can Do It: A Professional Development Project for Regular Teachers’ of Children with Autism Spectrum Disorder

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ABSTRACT
Autism spectrum disorder (ASD) is a specific disability with well defined characteristics that require teachers to utilise specific strategies to cater for the educational needs of children with ASD in the regular classroom. This paper describes an ASD school project that used a multi-faceted teacher professional development programme to train teachers in ASD knowledge and evidence-based teaching and learning strategies. The findings show that the professional development programme was successful for most teachers, with the key factors that contributed to its success acknowledged.
Reading for Pleasure Among Year 13 Boys: What are the Possibilities and Problems?

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ABSTRACT
Boys' literacy has been, and continues to be, an area of concern for educationalists at all levels. The decline in boys' reading, which may have negative consequences for their learning, becomes more marked as they get older. This project examined possible reasons for this and implemented strategies designed to increase Year 13 boys' reading. The strategies, such as 'speed-booking' and creating a community of readers, were successful in encouraging boys at this level to read more but it became apparent that the biggest deterrent to boys' reading at this level was a lack of time. The study also indicated that boys are reading significant amounts online but this is not acknowledged in the school environment. One way to encourage boys' literacy is to create intervals of time in which they can read freely and also acknowledge the wider literacies in which they engage.

Despairing the Disparity: What Can We Do to Help?

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ABSTRACT
This article is a position paper, based on, and supported by, the extensive literature on the topic of Maori underachievement in education in Aotearoa/New Zealand. It places emphasis on what underachieving Maori students need to reach their full potential and ways in which educationalists can assist. I am of mixed heritage raised amongst three world views - Dalmatian, Maori and Pakeha. I have been fortunate in being exposed to a wide spectrum of environments and cultures, and therefore see, and am seen, through these associated lenses. My involvement in Aotearoa New Zealand education, as both teacher and student, has also provided me with the insight to learn and teach using both Pakeha and Maori approaches. I do not claim that the position I take in this paper is the accepted view of all on Maori underachievement; rather, it is the result of my personal experiences which is also backed by evidence from research literature. The paper argues that effective relationships between home and school, teacher and student, together with a constructivist, cooperative, collaborative approach in the classroom can improve Maori students' achievements and enable them to reach their full potential. It calls for further research focused on Maori students' underachievement to ensure their aspirations are considered and acted upon.