Who are the Best Teachers of Pasifika Children?

Ezra Schuster
National Pasifika Manager, Ministry of Education, Special Education

ABSTRACT
This paper discusses the complexities of engaging with Pasifika communities in Aotearoa New Zealand and examines the assumption that the best people to provide services to Pasifika children have to be Pasifika. The paper offers strategies on building the capability of non-Pasifika staff to work with Pasifika children and their families.

The Importance of Educating Student Teachers in Inclusive Education

A disability perspective

Wendy Neilson
Teaching Fellow, School of Education, University of Waikato
Ashlie Brink
Senior Tutor, School of Education, University of Waikato

ABSTRACT
In schools today inclusion involves a challenge to attitudes and expectations within educational communities. The New Zealand Disability Strategy (Minister for Disability Issues, 2001), is a guide for government action to promote a more inclusive society. Out of its 15 Objectives, Objective 1 encourages and educates the community and society to understand, respect and support disabled people. Objective 3 looks at providing the best education for disabled people. Objective 5 fosters leadership by disabled people. The summary states that New Zealand will be fully inclusive when it’s ‘a society that highly values our lives and continually enhances our full participation’. Educators must be committed to The New Zealand Disability Strategy because its main focus is about a fully inclusive community.

Often, through role models, strong messages challenge negative assumptions and prove that there are alternative ways of looking at the world. Generally those who are the most critical to implementing inclusion, such as teachers, are introduced to the notion by individuals for whom it is a theoretical, rather than a lived concept.

This article involves a sharing of experiences of two women who are involved in teaching inclusion at tertiary level, who live with physical disabilities and who have proved this to be a powerful combination in changing attitudes.

Disability

Donna Smith
Team Leader, Cook Island Disability Action Team, The Cook Islands

ABSTRACT
This paper is a personal perspective about the disability issues within the Cook Islands. It looks at how the needs of children and adults with disabilities have been addressed over the years and the vision of many people who have worked towards building an inclusive society, starting with mainstreaming in the schools to full inclusion. It discusses the challenges along the way and the challenges that continue. This paper hopes to convey a message to all readers which promotes inclusion in the Cook Islands, and that with inclusion a strong base can be developed in all individuals about acceptance and understanding of one another’s needs. To achieve this, one needs to be exposed to people’s differences and to value people’s differences. However, for this to be successful the appropriate supports need to be in place and it is vital that all work towards the same vision.
Are Girls Behaving Like Boys?
Rosie Arnott
Professional Development Facilitator, Learning Media

ABSTRACT
This article explores some of the issues that have given rise to the perception of an increase in aggressive behaviour by females. It asserts that merely comparing girls’ behaviour with that of boys, especially the claim that “girls are behaving like boys”, trivialises the very real issues associated with females and aggression. This paper will refer to recent research into girls and aggression and will also propose that the prevailing discourse of gender dualism contributes to the lack of early identification and support services for girls at risk of severe aggression at adolescence.

An Insight into the Educational Needs of Deaf High School Students
Interviews with school staff and students
Tracey Esera
Educational Psychologist, Ministry of Education, Special Education

ABSTRACT
This article provides an insight into the educational needs, experiences and school support for deaf high school students attending a mainstream school, from the perspectives of the deaf students themselves, their teachers and support staff. Themes emerged from interviews with the students and staff around learning, communication, school culture and social interactions. The gathered information highlighted that the deaf students’ ability to communicate directly with the school staff and their peer group formed a central part of their educational experience. This article also provides an insight into the practical strategies perceived as effective by the students and staff, which were discussed and highlighted to ensure an overall visual approach can be employed when working with deaf students.

Ko te Maoopopo ko te Lima Malohi
Collaboration is our strength
Kathryn Meredith
Speech-Language Therapist, Ministry of Education, Special Education, Wellington
Tim Andersen
Special Education Advisor, Ministry of Education, Special Education, Te Tai Tokerau
Louella Neale
Adviser on Deaf Children, Ministry of Education, Special Education, Lower Hutt
Colleen Taylor
Physiotherapist, Ministry of Education, Special Education, Otago
Ezra Schuster
National Pasifika Manager, Ministry of Education, Special Education, Auckland

ABSTRACT
A delegation from the Ministry of Education, Special Education (GSE) went to Tokelau in 2007 in response to a request from the Tokelauan government to help establish services for children with special education needs. The team was led by Ezra Shuster and made up of a special education advisor, a speech-language therapist, an advisor on deaf children, and a physiotherapist. This article discusses the work of this team and describes their unique, challenging and incredibly fulfilling experience.
Anticipated Death in New Zealand School Communities

Katherine Broughton

ABSTRACT

Few resources seem to be available to support school communities that have a child whose death is anticipated. The present article draws on the experiences of school staff and special education employees who have been involved in New Zealand school communities where a child was terminally ill and died. These experiences could help other school communities to provide optimal support and avoid pitfalls. Schools could use this article to develop a plan to fit their own unique situation.

Ethical Issues for an Editorial Board: Kairaranga

Associate Professor John Clark
Massey University College of Education

ABSTRACT

With academic journals, we think of the ethical aspects of the research contained in the articles rather than with the journal itself. However, journal editing has its own set of ethical concerns, which this article addresses. One is ensuring that the anonymity of institutions and participants, in research and the reporting of practice, is preserved. Another is to ensure a clear separation between “owner” of the journal and the editorial judgement, so that editorial independence is preserved. This defence of free speech is especially important when a journal, its editorial board and contributors, are variously associated with a government agency or Board of Trustees.

Kairaranga Survey Feedback

Responses to the 2007 readers’ questionnaire

The Kairaranga Editorial Board

ABSTRACT

Kairaranga operates as a partnership between the Ministry of Education, Special Education, Resource Teachers: Learning and Behavior (RTLB) and the tertiary sector. The journal was published by and for RTLB from 2000 to 2003, but the partnership model has been in operation since Volume 5, Issue 2, 2004.

After three years of collaborative journal production, the Kairaranga Editorial Board surveyed readers. Survey responses were sought in order to inform editorial decision-making and constructively enhance the journal for the benefit of readers. As Kairaranga has always valued partnership, the survey provided an opportunity to include the voices of journal readers. This paper outlines a summary of the feedback for Kairaranga readers.