‘Mainstreaming’ Te Reo Maori: Beyond Indifference and Tokenism in the Classroom

Koro Ngapo
Faculty of Education at the University of Waikato

ABSTRACT
This paper examines why Maori language needs to be taught accurately at the early stages of initial teacher education programmes and continue for the duration of a teacher education student’s degree.

If teacher education faculties are permitting their students to mispronounce Maori names or words, they are in fact doing a disservice, not only to the Maori language, but also to the students destined to teach in English medium schools and the children who attend these schools.

This paper defines some of the challenges and questions in regards to the inadequate fostering of the Maori language in many initial teacher education programmes and what needs to be done to rectify this situation. This paper also covers the state of the Maori language, attitudes towards it and strategies for teachers to use in a mainstream teaching setting.

Looking at Reflection within a Community of Practice of RTLBs

Ivanka Soljan
Resource Teacher: Learning and Behaviour, Tuawhitu o Akarana Cluster, Central Auckland

Yvonne Stanghan
Resource Teacher: Learning and Behaviour, Manawanui Cluster, Papatoetoe/Otara

Anna Henry
Resource Teacher: Learning and Behaviour, Cluster 9 Practice Leader, Mangere/Otahuhu, South Auckland

ABSTRACT
The term ‘reflection’ is defined as a contemplation of one’s teaching craft with the view to improving it (Edwards & Thomas, 2010). Reflection is supported by a number of theories and is considered a key component of RTLB work. A community of practice (CoP), when used as a space for reflection, provides the potential for multiple and critical lenses to examine practice and enables a deeper, clearer understanding of casework. This article discusses some of the theory relating to reflection, positions reflection within a community of practice, and illustrates how it can be applied in the RTLB context.

A Comparison Study of the Effectiveness of the Lexia Reading Programme

Mike Ness
Educational Psychologist, Ministry of Education

Josh Couperus
Educational Psychologist, Ministry of Education

Matthew Willey
Special Education Advisor/Advisor on Deaf Children, Ministry of Education

ABSTRACT
This study evaluates the efficacy of the Lexia Reading (LR) programme with a cohort of 37 students in a Decile 1 primary school. The students were randomly assigned to experimental (who used LR) and control groups (who did not use LR). The WIAT-II was used to provide pre and post measures of literacy skills. Results indicated that students who used LR did not outperform students in the control group and no statistical significance was found between the two groups at post-test. The study discusses the evidence base that Lexia presents in support of LR and raises questions in relation to LR efficacy. The study concludes that the LR computer programme’s evidence base and efficacy is equivocal.
Children with Autism Spectrum Disorder in the Mainstream Playground

Llyween Couper  
PhD candidate, School of Health Sciences, University of Canterbury  
Dr Dean Sutherland  
Senior Lecturer and Programme Coordinator, University of Canterbury  
Dr Anne van Bysterveldt  
Speech and Language Therapist and Senior Lecturer, University of Canterbury

ABSTRACT
This paper explores the place of the school playground in the lives of children with Autism Spectrum Disorder (ASD). We discuss the physical environment, school systems and practices that support the development of social competence and increased peer interactions for children with ASD in their school playground. Highlighted issues include the importance of play, and the value of the school playground as a curriculum resource with the potential to build a bridge to inclusion for children who experience difficulty developing skills in social interaction, verbal and nonverbal communication and play. Inclusion is more than just placement in regular classrooms. It is about feelings of belonging in the whole school community and that includes being able to participate in the school playground without feelings of anxiety, isolation, or vulnerability.

The Rainbow Reading Programme: A Review 20 years on

Emma Dobson  
RRTLB Practice Leader, Auckland West Cluster

ABSTRACT
It has been 20 years since the Rainbow Reading programme was developed and trialled by its New Zealand creator, Meryl-Lynn Pluck. Rainbow Reading is an audio-facilitated reading programme, and is based on the method of assisted repeated reading. The programme is designed to provide older students reading below their chronological age with the opportunity to practise their fluency and comprehension at their instructional reading level. This article sets out to review the programme, drawing on the research evidence to evaluate Rainbow Reading’s validity and reliability as a reading intervention for use by educational practitioners in the New Zealand education context. Possible strengths and limitations of the programme are identified, and future directions for the programme are put forward. While the article concludes by suggesting some caution with regard to its use, it is evident that the effectiveness of an intervention such as Rainbow Reading is underpinned by practitioners taking an evidence-based approach in their professional practice.

Somali Students’ Perceptions of a New Zealand Primary School

Heather Smyth  
Educational Psychology Student

ABSTRACT
Cultural diversity is growing in New Zealand and deserves to be celebrated for the richness and opportunities for understanding it brings to our lives. Culturally-responsive approaches to education accept diversity and enable students to draw on their unique cultural capital as a learning resource. The aim of this study was to contribute to the literature in this area by finding out what Somali students in a New Zealand primary school think about their schooling: the aspects of school which challenge or support their cultural identities. Three nine and ten year-old Somali students attending a primary school in the Greater Wellington region participated in focus groups. Open-ended questions were used to elicit their perspectives on pedagogical approaches and their interactions with their peers and teachers. The students identified numerous positive aspects of their school lives, including strong friendships and autonomy in the classroom, yet revealed that bullying is an ongoing issue, for themselves and other students, in and out of school.
Evidence-based Interprofessional Practice: Learning and Behaviour

Celeste Littek
Marewa School

ABSTRACT
The purpose of this journal article is to investigate evidence-based practice (EBP) or He Ritenga Whaimohio, as one of the seven principles outlined in the Resource Teacher: Learning and Behaviour (RTLB) Toolkit (2011) that guides RTLB practice; and to critique the principle of EBP through practical reflection.

Exploring the Ecological Approach Used by RTLBs in Interventions for Students with Learning and Behaviour Needs: A Personal Perspective

Sandiyao Sebastian
Resource Teacher: Learning and Behaviour, Cluster 8 (Nga Manu Awhina), Auckland

ABSTRACT
The ecological approach, based on the RTLB Toolkit that guides RTLBs in New Zealand, is one of the seven principles used for interventions for students with learning and behaviour concerns. As a result of a paradigm shift moving from a functional limitations perspective to a more inclusive/ecological perspective in 1999, RTLBs have been trained using this model. This article explores the ecological approach and provides a brief overview of relevant evidence that informs best practice of this approach. A personal perspective based on the author’s experience is made, with suggestions and lessons learned.