Teachers’ Views on the Effects of Streaming According to ‘Self-management’ Criteria

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ABSTRACT
The pervasiveness of academic ability grouping, or streaming, as a means of organising students into instructional groups in New Zealand schools remains a dominant discourse, despite international and New Zealand research that casts doubt on the benefits of this practice. This article documents teachers’ views on the effects of an innovative form of streaming in one small South Island secondary school. Years 9 and 10 students in this school were streamed not on the basis of academic ability, but on criteria that had been developed from the key competency of ‘managing self’ (Ministry of Education, 2007). The main advantages of key competency streaming noted by teachers were those of student motivation, the opportunity to meet the perceived needs of different groups of students, and positive ‘flow-on’ effects. Some concerns raised by the teachers were a lack of role models in the low key competency classes and the potential for stereotyping students, the lack of clarity about the criteria used to place students, the possibility of overlooking the needs of some students, and the long term effects of the streaming system. The authors suggest that discussions about streaming provide a valuable forum for professional learning and that these discussions should be situated within an ethical framework.

Māori Potential: Barriers to Creating Culturally-Responsive Learning Environments in Aotearoa/New Zealand: Te Timatanga O Te Ara – Kei Whea Te Ara?

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ABSTRACT
New Zealand Education reforms aligned with raising Maori student success are yet to result in Maori students reaching their educational potential (Howard, 2010; ERO, 2008; 2010). Why do many New Zealand teachers struggle to create and deliver programmes which allow Maori learners to succeed as Maori? What barriers and enablers exist today in New Zealand classrooms which impact on Maori success? The literature both from New Zealand and internationally regarding culturally-responsive practice is formidable in both its volume and scope. The Maori Education Strategy, Ka Hikitia (Ministry of Education, 2008), the Registered Teacher Criteria (RTC) (New Zealand Teachers’ Council, 2010) and the teacher guidelines for cross-cultural competency, Tataiako (New Zealand Teachers’ Council, 2011) provide excellent underpinnings for reshaping New Zealand education into a cross-culturally inclusive and effective environment. The RTC are explicit in the expectation that teachers will practise within cross-culturally competent paradigms. This article examines possible reasons why, in 2013, Maori students in New Zealand schools are often still not reaching their potential.

Raising Pasifika Achievement: Teacher Cultural-Responsiveness

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ABSTRACT
Pasifika learners, along with Maori, continue to experience high disparities in New Zealand’s education system. Furthermore, it is predicted that over the next few decades, the majority of students in New Zealand primary schools will be Maori and Pasifika. The implications for classroom teachers are enormous. In reviewing a range of literature, this paper seeks to unpack the elements of cultural responsiveness to inform and support the most direct and significant influence on student achievement – the classroom teacher. The findings are presented as guiding principles firstly because ‘Pasifika’ is, in fact, a hugely diverse heterogeneous group, and secondly, to emphasise the need for teacher reflection and contextualised adoption and/or adaption of practice as required to respond effectively to the needs of the specific Pasifika learner.
Is Inclusive Education Right for Every Child? An Account by the Parent of a Child with High and Complex Needs Due to Autism Spectrum Disorder

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ABSTRACT
There is often intense and passionate debate about the inclusion of those students with the most complex social learning and behavioural needs. This paper, written from a parent’s perspective, is based on a case study of a 15-year-old adolescent with severe and high functioning autism that was comparatively well-resourced through the new Intensive Wraparound Service Initiative and well-supported by the school, the Ministry of Education and his parents. His mainstream education ended after two terms of multi-level failure and he has been returned to a special residential school. This paper examines in detail the issues surrounding his inclusion and the resources provided to facilitate his education. It discusses the failure of the initiative in this instance, and whether it was due to any deficiencies in his inclusion, the intervention plan and implementation, the level of resources, or whether it was ever practicable or feasible to include a child with this level of need in the mainstream.

Praise: What Does the Literature Say? What Are the Implications for Teachers?

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ABSTRACT
This paper examines the literature in the area of praise. It considers definitions of praise, types of praise and the effects of praise on learning and behaviour, particularly as it relates to motivation. The evidence base for effective praise is discussed and recommendations for classroom practice are highlighted.

Ensuring Literacy Acquisition for Adolescent Pasifika Learners

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ABSTRACT
In an educational system based on equity, ensuring the achievement of Pasifika students in secondary education is seen as a key focus of the Government approach to education (Ministry of Education, 2013b) and a major step in addressing the social and economic inequities experienced by Pasifika peoples in New Zealand. While there has been a significant amount of research done since the 2000 Programme for International Student Assessment (PISA) report on Pasifika Education (Sturrock, 2004), in order to improve outcomes, research suggests that there are key areas which could be improved to raise the academic success of Pasifika students. This article focuses on this research, particularly in the area of literacy.
ERO Caught in the Act (again): Limiting Inclusion to Suit Policy
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ABSTRACT
In 2010 the Education Review Office (ERO) was tasked with reporting on the progress of New Zealand schools in the inclusion of students with high needs. This paper will explore how ERO limited the concept of inclusion to suit Government policy and limit discussion of inclusion to the parameters set by the resource allocation scheme known as Special Education 2000 (SE2000). This practice of ‘shaping the debate’ is consistent with past practice, such as the 2003 ERO report regarding disability. Current conceptualisations of inclusion will be considered which will be contrasted with ERO usage and the confinement of a discussion on inclusion to resourcing and teacher practice. Finally, it will be suggested that the Ministry of Education should embrace an open discussion of inclusion through collaboratively reflecting on values and beliefs.

The Use of Prompting as an Evidence-based Strategy to Support Children with ASD in School Settings in New Zealand
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ABSTRACT
This article examines the use of prompting as an evidence-based strategy to support children with autism to develop their language, communication and social interactions skills. The literature is reviewed using a three-ringed, evidence-based practice model to support evaluation of the use of prompting. The article outlines considerations about the effective use of prompting, and some practical tools to support implementation of the effective prompting practice.