**Young People Experiencing Behavioural Difficulties: Discourses Through the Decades**

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**ABSTRACT**

History has informed the present, as surely as the present will inform the future. As an evolving society, we are continually reflecting on the events and experiences of the past, taking stock of the issues and realities of the present, and then adapting the parameters, definitions and constructs that serve to define acceptability and reason as we move forward into the future. Our society’s perceptions about children – their learning, their rights, their status, and the disciplinary imperatives associated with these perceptions – have evolved and changed markedly over time. What was considered fair, right and just 100 years ago is now no longer deemed principled, relevant or appropriate. How has the passage of time during the last 150 years in Aotearoa New Zealand influenced and shaped current perceptions about, and responses to, children and behaviour? What legal, ethical and educational milestones have contributed to these current perceptions and responses? This article journeys through a timeline of societal, legal and educational events that have impacted on today’s theoretical and practical notions.

**Messages from Parents of Children with Autism Spectrum Disorder (ASD)**

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**ABSTRACT**

This article presents the results of an on-line questionnaire answered by 137 parents of children with ASD. The questionnaire sought parental opinion about what content and messages should be included in a DVD about ASD. Parents’ predominant messages were that: ASD is not an illness that can be cured; children with ASD think and act differently; people need to accept and accommodate these differences; include children with ASD and their families, and treat them with dignity and respect. Parents emphasised the importance of their children having friends, being included in everyday and special activities; being shown acceptance and kindness, and being safe in the school and community environment. They also described a variety of strategies that had proved successful with their children both at school and in the wider community. These strategies and parental concerns are strongly supported in the research literature.

**The Literacy Learning Progressions and the Reading and Writing Standards: Some Critical Issues**

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**ABSTRACT**

The new *Reading and Writing Standards for years 1-8* (2009) and the *Literacy Learning Progressions* (2010) are the two documents that have been published to inform the New Zealand national standards in literacy. An earlier draft *Literacy Learning Progressions* document was circulated nationwide in 2007 to allow for submissions from interested parties. While most of the original content from the draft *Progressions* was retained in the final version, there was one major change. The draft document included two earlier benchmark assessment checkpoints; one at school entry and one after six months. However, both these earlier checkpoints have been deleted from the final *Progressions* document. We discuss some of the likely reasons why these earlier benchmark checkpoints may have been deleted and the implications of these deletions.
A Model of Practice in Special Education: Dynamic Ecological Analysis
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ABSTRACT
Dynamic Ecological Analysis (DEA) is a model of practice which increases a teams’ efficacy by enabling the development of more effective interventions through collaboration and collective reflection. This process has proved to be useful in: a) clarifying thinking and problem-solving, b) transferring knowledge and thinking to significant parties, and c) encouraging critical self-reflective practice and growth within a team of practitioners in the field of special education. Key factors influencing the viability of this process in a team are the diversity of the team, group dynamics and the role of the facilitator/presenter. Through transformative learning, DEA enables practitioners to continually enhance the standard of practice which in turn leads to improved outcomes for learners.

Narratives of Young Gifted Children
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ABSTRACT
This article shares narratives, or learning-informed stories, of young gifted learners. The purpose of the article is to document exceptionalities of the youngest gifted learners, supporting advocacy, and to demonstrate the merit of narrative approaches to assessment. Narrative assessment, including learning stories, is particularly useful for supporting a multi-categorical concept of giftedness, and can be linked to other assessment and curriculum initiatives. Narrative assessment provides a practical approach for teachers, allowing them to be visible and engaged in assessment across the curriculum. This article begins with background to giftedness and description of learning stories. The methodology of the study is reported, followed by examples of narratives of young gifted children. The article then concludes with a discussion of curriculum connections.

Culture and Crisis Response in New Zealand
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ABSTRACT
New Zealand is a bicultural nation, founded on the signing of the Treaty of Waitangi by the native Maori and the British Crown. It is also home to people from many countries, cultures and ethnicities. Therefore, culturally-relevant response to crisis events has become a significant aspect of the Ministry of Education’s interdisciplinary Traumatic Incident Teams’ work. The Traumatic Incident Teams, which aim to support school communities and early childhood centres in the aftermath of crisis events, are mindful that people and communities recover best when supporters work within the cultural, religious and philosophical beliefs of those affected. In New Zealand, particular attention is paid when working with Maori to support processes of tangihanga (traditional mourning ceremonies), and cultural practices according to the protocols of Maori groups. This paper discusses three separate responses to crisis events in New Zealand and the place of cultural relevance and sensitivity in recovery.
Strengthening the Transition for Children with Moderate Needs: Perceptions of Participants

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ABSTRACT
This study investigated the transition of a child with moderate special education needs to a primary school setting. It was generated out of the professional interest of the author and a prevailing concern over the apparent delay in providing support for children with moderate special education needs within the primary school system. A case study approach was used to examine the varying perspectives of the parents and teaching staff in a transition process from early childhood to school. The study highlighted the fact that a decrease in support at school during the transition phase placed increased reliance on communication between agencies as well as the importance of aligning early childhood and primary school expectations in terms of learning and behaviour of students with special needs. Implications of this case study identified a number of ways in which to improve transition of children with moderate special educational needs that can continue to build on the specific progress made by these children in their pre-schools.

Becoming Educultural: Collaborative Projects in the Arts

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ABSTRACT
Manurewa Intermediate students were given an experience only the arts can provide as they collaboratively researched, responded to and celebrated a school mural project. The mural project was initiated by Shane Hansen through the Principal Iain Taylor and coordinated by Dianne Macdonald, a Professional Learning Leader at Manurewa Intermediate School. The thrust of the project: To paint an artwork environment that told the school’s story ‘Listen to Culture’. The mural, titled Pumanawatanga, which is 2.4 metres high and 20 metres long, was designed and painted by thirty Year 7 and Year 8 students in Terms 3 and 4 in 2009, in collaboration with local New Zealand artist Shane Hansen. The underpinning aim of this project was to support students’ learning in arts education through a focus on ‘culture’. Shane’s influences include his Maori, Chinese and European heritage, the environment, his family and other New Zealand artists such as Gordon Walters and Dick Frizzell. Shane draws from a world of bold colours and what has been described as an optimistic post-modern playfulness.