**Trialling Student-led Conferences in a New Zealand Secondary School**

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**ABSTRACT**  
Research shows that when parents and caregivers are involved in their child’s education, children do better at school. Traditionally, the parent/teacher interview has been one way of facilitating such involvement. However, as students progress through the school system, parent and caregiver involvement in conventional parent/teacher interviews reduces. This paper outlines the trialling of student-led conferences as a means to increase parent and caregiver involvement. Parents and caregivers in the study reported that student-led conferences were invaluable and that they contributed to a better understanding of their child’s learning. Students reported that, as a result of student-led conferences, they felt more confident about their learning, more accountable for their own learning, and that there were more conversations at home about their learning.

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**A Māori Pedagogy: Weaving the Strands Together**

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**ABSTRACT**  
Literature on Māori pedagogy up until now has been disparate, some dealing with methodological issues, some with learning theory, some with environment and so forth. This article seeks to build one comprehensive picture of Māori pedagogy by weaving the myriad disparate themes in the literature into one unifying model. It is based on an EdD study researching Māori teacher educators’ perceptions of pedagogy.

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**Evidence-based Classroom Behaviour Management Strategies**

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**ABSTRACT**  
This paper reviews a range of evidence-based strategies for application by teachers to reduce disruptive and challenging behaviours in their classrooms. These include a number of antecedent strategies intended to help minimise the emergence of problematic behaviours and a range of those which provide positive consequences for appropriate student behaviours. Also included is information on teacher feedback and a review of strategies for enhancing teacher-student relationships. The approaches covered by the paper are consistent with those of the Ministry of Education’s Positive Behaviour for Learning (PB4L) initiatives.
The Use of the ‘Teaching as Inquiry Model’ to Develop Students’ Self-efficacy in Literature Response Essay Writing

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ABSTRACT
This article describes a project conducted with Year 12 English students. It was based on the model of ‘Teaching as Inquiry’ (Ministry of Education, 2007) and aimed to develop students’ self-efficacy in relation to their literature-response essay writing. Self-efficacy was measured using Bandura’s (2006) self-efficacy scale and an intervention was put in place. Subsequent to the intervention, the students self-efficacy was measured again using the scale as well as interviews and observations with students. Results indicated that students self-efficacy in response to literature response essay writing had increased. Research has consistently shown a direct correlation between high self-efficacy and achievement (Alderman, 2008). This study has confirmed this relationship, and has shown how student self-efficacy can be increased and thus brings about more positive outcomes.

Music Therapy for Children with Down Syndrome: Perceptions of Caregivers in a Special School Setting

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ABSTRACT
Down syndrome (DS) is a genetic disorder resulting from chromosome 21 having three copies (trisomy 21). Cognitive functioning and anatomical features cause speech and language development delay (Kumin, 2003). Children with DS generally enjoy communication (Schoenbrodt, 2004), and respond well to interaction and social scripts. Music therapy has been extensively used in the past four decades as a treatment for children with disabilities (Nordoff & Robbins, 2007; Wigram, Pederson & Bonde, 2002). Children with DS seem specifically responsive to music and show potential to be part of group music-making (Wigram et al., 2002). In both speech and music, rhythm and sound are primary elements and all elements of music may be integrated into a speech-language programme (Birkenshaw, 1994; Wilmot, 2004). Family and caregiver support are required for therapy to be effective. Caregivers’ views of music therapy for children with DS were examined as a preliminary step in the evaluation of music therapy outcomes for this population. A questionnaire examining perspectives of effects of music on the communication development of children with DS was given to 19 caregivers of children with DS working in a special school environment. Consistent with reports in the literature, caregivers perceive children with DS as responsive to music, and to have musical and communicative strengths. Caregivers perceived that communication and social skills may develop through regular music therapy sessions. These perceptions corresponded with the views of music therapists who were later interviewed as part of this study.

Developing Word Knowledge Within Tape Assisted and/or Other Audio Recorded Reading Programmes

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ABSTRACT
Tape Assisted Reading Programmes (TARPs), and more recently, other forms of audio recorded stories, have been used in New Zealand schools to help students with reading difficulties. Many claims are made about the positive effects of such programmes on general reading ability and progress. However, this paper, informed by research, states that such programmes may also have particular limitations for students with severe decoding problems because merely listening to audio-recordings offers limited opportunities or incentives to develop specific word identification strategies. Some of these limitations are discussed and an activity that encourages the development of word knowledge and decoding strategies within such programmes is presented.
Tapawhā, Key Competencies and Strength and Difficulties Questionnaire. From idea to application. “Nō te Whakāro ka mahia, He Tumomo Aromatawai Ko te Arotahi, Ko Ngā Āhua Tapawhā me ngā Pūkenga Matua”

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ABSTRACT

This paper discusses the use of a Strengths and Difficulties Questionnaire (SDQ) in the context of a Youth Justice Residential school setting in New Zealand (NZ). The school does not currently have a method of screening for educational purposes and, more specifically, key competencies. The use of the SDQ as a tool to support the educational principle was considered in response to professional development at Massey University, and the emergence of Ka Hikitia “Managing for Success” (Ministry of Education, 2008). This paper outlines the institutional setting and the rationale for using the SDQ to support key competencies, provides some examples of research using the SDQ, and finally investigates and illustrates this institutional process of using a strengths-based emotional assessment tool with an individual student. The project, whilst in its infancy, suggests that the SDQ could be a valuable instrument in supporting the development of key competencies for vulnerable young people, as it promotes the young person’s perceptions of their skills and encourages practitioners to view students’ strengths. More extensive research, in practice settings, should be done to develop exemplars that link with key competencies. Further, the SDQ needs to have more extensive piloting and norms developed for New Zealand to promote educational solutions for encouraging student successes and key competencies.

Why Didn’t I Think of That? Teachers’ Influence on Students’ Metacognitive Knowledge of How to Help Students Acquire Metacognitive Abilities

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ABSTRACT

In this study, qualitative evidence is collected – through classroom observations and teacher and student interviews – to study the effect of metacognition and the interaction between students’ observable cognitive behaviour and the instructional task. This qualitative data is analysed to identify what factors support and improve students’ metacognition. The evidence is then used to determine how teachers can help students acquire metacognitive abilities. The evidence suggests that explicit teaching is required for students to acquire and apply metacognitive processes.

Several methods for enhancing metacognition are recommended. Among these is the use of student learning/thinking logs (Calkins, 1986), as they provide information about how students are learning and provide a focus for teaching practice. The pedagogical implications of this research suggest that explicitly teaching metacognitive strategies to students should improve instructional effectiveness.

This study also explores the literature regarding metacognitive teaching and learning and the effects of increased knowledge on this subject. It focuses on the complex mechanisms by which teaching and learning occur, specifically examining the relationship between research about metacognitive practice and the processes of learning and cognition that improve students’ performance.
ABSTRACT
This research originated from the need for a speech and language therapy assessment in te reo Maori for a particular child who attended a Maori immersion unit. A Speech and Language Therapy te reo assessment had already been developed but it needed to be revised and normative data collected. Discussions and assessments were carried out in a culturally-sensitive manner in partnership and consultation with Maori staff and the parents concerned. Results indicated that it is difficult to compare and interpret individual student results with aggregated data due to the varying levels of te reo spoken by the students assessed.