Dunedin Discovery Working Group

Question 1:

Please confirm which of the Government's four Priority Groups you are intending to serve.

We understand the four Priority Groups to be:

- Māori
- Pasifika
- Low socio-economic background, and
- **Special needs students**

Our proposal aims to serve all of these Priority Groups but focuses more specifically on a sub-group which from experience we believe exists **within** each one of the Priority Groups. (Note: we define 'special needs' as being children whose needs require a form of accommodation in the classroom and/or at home - not necessarily limited to those who qualify for additional funding).

We believe that the educational methods outlined in our proposal would benefit all Priority Learners (Māori, Pasifika, Special Needs and Low income) and ideally all of our students would fall into at least one of these categories.

However, we propose to target specifically Priority Learners who have additional learning needs. Such students may face either diagnosed or undiagnosed Specific Learning Difficulties (SLDs). These children are likely to demonstrate observable characteristics typical of the profiles associated with dyslexia, autistic spectrum conditions, or attention deficits. Some of these students may also have characteristics of giftedness or special talents, although these may not be readily evident at present. These children are described in the proposal as 'twice exceptional' or '2e'.

As a Team, this is where our strengths, professional skills and empathies lie.

Question 2:

How will your teaching and learning programme support priority learners (please provide evidence)?

Answer follows.

The Four Priority Groups:

Their needs and how Discovery Dunedin will support them

Target Groups:

- Māori
- Pasifika
- Low socio-economic
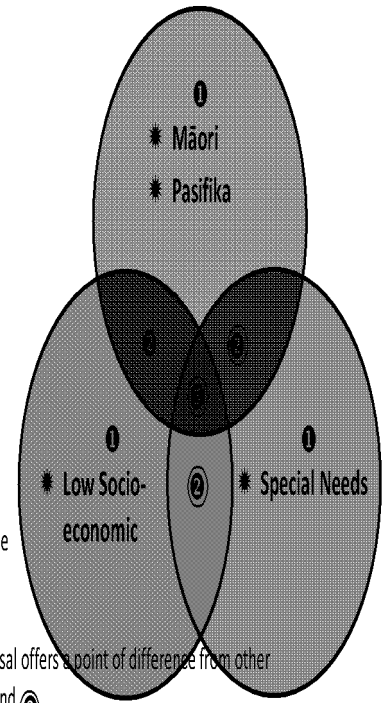- Special needs[1]

Notes:

Every student[2] will be within one of the Priority Groups. ❶

Some students will be within two of the Priority Groups. ❷

A few students will be within all three Priority Groups. ❸

By having a specific focus, the proposal offers a point of difference from other educational choices for groups ⑶ and ⑵

The Table below addresses the Priority Groups one by one. There are aspects of the programme that are specific to each group. However, in other areas there exists significant overlap within the programme and how it relates to each of the Priority Groups. Repetition has been avoided in order to keep the response brief. It should be noted that due to time constraints, the Table represents a sample of programme features. The full programme is outlined in the Application. The evidence presented in the Table below supports many other aspects of the programme than those listed here. However we are happy to address, in detail, further requests for any specific aspect of the programme mentioned within the Application.

1. *Includes students with obvious physical differences as well as those who may have cognitive differences (less obvious, often undiagnosed). Learning difficulties, uneven academic development, or extreme strengths coupled with debilitating weaknesses usually present.*

2. *It is acknowledged that the school would not have the ability to apply selection entry criteria. It is therefore possible that some children who enrol may not fall within one of the Priority Groups.*

Māori and Pasifika

Needs	Programme/support	Evidence that this will work
Social and cultural: need for involvement and connectedness	Developing a Māori and Pasifika policy in partnership with the families of the school and involvement with community groups or figures.	*Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012.*
	Involvement of local Iwi in supporting the cultural needs of Māori children. Similar involvement of other relevant cultures.	*Alton-Lee, A. (2003). Quality Learning for Diverse Students in Schooling: Best Evidence Synthesis. Wellington: Ministry of Education.*
	All visitors to the school and members of the school community are received into the welcoming and comfortable atmosphere of the Whānau room or Common room. The Whānau room and the Common room are shared spaces that may be used by students, Learning Advisors, Whānau, community and most often a combination of these groups.	
	Opportunities to explore their own culture and history are supported via individualised planning and special school activities open to all students. IEM's will reflect the culture of the child through their learning process.	
	All families, on enrolling with the school, are to be consulted through formal meetings to ascertain these socio-cultural needs.	
	Regular scheduled meetings held to consult with Māori and Pasifika families ensuring on-going needs are being met	
	The school and its members support and acknowledge the principles of te Tiriti o Waitangi.	
Respect for unique cultural and educational protocols and values	Consultation with Whānau to identify what is important: e.g. Tikanga Māori.	*Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012.*
	Identification and supporting gifts and talents valued by Māori and Pasifika	*Engaging Pasifika parents contributes to strong result (Education Gazette, September 2012).*
		Ua Aoina le Manogi o le Lolo: Pasifika Schooling Improvement Research - Final

		Report.
		Mana Tu, Mana Ora. Identifying Chracteristics of Māori Giftedness. Checklist devised by Pita Mahaki, Claire Mahaki and Sonia White.
Language : **Language is valued, explored, developed and used within the school community**	A student's first language is incorporated into planning via their IEM and through its use, research, music, availability of fluent mentors (eg. Learning Advisors, family, community). Allowing creative ways to incorporate the language of many cultures such as watching subtitled movies and documentaries, books, art, drama, discussion groups, sharing a culture's skills and traditions through workshops offered as special interest activities.	*Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012.*
Developing gifts and talents	Gifts and talents valued by Whānau and students will be identified. Specialised support sought to develop these gifts e.g. leadership skills, performance.	*Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012.* *Mana Tu, Mana Ora. Identifying Chracteristics of Māori Giftdness. Checklist devised by Pita Mahaki, Claire Mahaki and Sonia White.* *O'Connor & Gleenslade: Co-constructed Pathways of Learning – A Case Study (2012).*

Useful resources and documents:

1. Te Marautanga o Aotearoa
2. Te Reo Pakeha
3. Meeting Educational Needs of Māori Students from NZEI Te Riu Roa

Special Needs Students

Needs	Programme/support	Evidence that this will work
Identification and recognition (not labelling)	Professional assessment. Current profiles maintained for all children including extra that will help develop programmes for the individual needs. Identification process of gifted and talented children based on the REACH model. Assessments and	*J.Bourne: Twice Exceptional: Teaching Gifted Students with Learning Disabilities in the Regular Classroom*, New Zealand Journal of Gifted Education (Vol. 14, No. 1). *Gifted Children with Learning Disabilities: Lost Treasures (L. Kreger Silverman, PhD).* *Baum, S. M., Owen, S. V., & Dixon, J. (1991). To be gifted & learning disabled: From identification to practical intervention*

	samples of work to substantiate findings, and to show progress over time, to be kept in profiles.	*strategies. Mansfield Center, CT: Creative Learning Press.* *Silverman, L. K. (1989). Invisible gifts, invisible handicaps. Roeper Review, 12, 37-42.*
Professional support	All professionals who come to support any child will be responsible for completing paperwork and copies put into the files of the child. Regular, documented meetings of all professionals with staff and parents.	*Collaborating for Success: Individual Education Programme (IEP) Guidelines (2011). Ministry of Education.*
Classroom support	Professional Development opportunities to include Learning Advisors and parent helpers and family in relevant subject areas. Access to OAGC resources on offer. As well as outside school training and education opportunities organised by OAGC and other relevant groups locally.	*Collaborating for Success: Individual Education Programme (IEP) Guidelines (2011). Ministry of Education.* *J.Bourne: Twice Exceptional: Teaching Gifted Students with Learning Disabilities in the Regular Classroom, New Zealand Journal of Gifted Education (Vol 14, No 1)*
Family and whānau support	Family and informal support are welcome at school whenever they need or desire to be there. Professional Development will be shared where possible for family and whānau to access. Working with the Disability Information Service to access relevant support and information. Parents encouraged to share their talents and interests with groups of children with similar interests. When parents are in the classrooms they will be supporting all children in some way e.g. reading to them, supporting the use of computers etc.	*Collaborating for Success: Individual Education Programme (IEP) Guidelines (2011). Ministry of Education.* *Alton-Lee, A. (2003). Quality Learning for Diverse Students in Schooling: Best Evidence Synthesis. Wellington: Ministry of Education.* *Disability information Service.* *http://www.disabilityinfo.co.nz/* *Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Learning, Karen L. Mapp, School Community Journal, v13 n1 p35-64 Spr-Sum 2003.*
Physical Environment	Official assessments and IEMs will help identify how the physical	*Practical requirements.*

	environment needs adaptation or review. Funding will be sought where necessary to make required provisions.	
Learning Support	Regular IEMs can be held as often as necessary The use of NZ sign-language via experienced users with professional development sought to increase confidence in its use.	*Collaborating for Success: Individual Education Programme (IEP) Guidelines (2011). Ministry of Education.* J.Bourne: *Twice Exceptional: Teaching Gifted Students with Learning Disabilities in the Regular Classroom, New Zealand Journal of Gifted Education (Vol 14, No 1).* *Te Whāriki, The NZ Early Childhood Curriculum.*
	The differentiated context of the learning environment and programme will allow for individualised learning opportunities and support within the classroom. Parent helps will be a regular and scheduled part of the classroom increasing adult:child ratios and therefore maximizing the opportunities for one-to-one support.	*Teaching Techniques for Inattentive and Overactive Children. Excerpt from Upside-Down Brilliance: The Visual-Spatial Learner* *Neil MacKay: speaking in Dunedin on 15 May 2013.* *New Zealand Sign Language Bill – explanatory note* http://www.odi.govt.nz/documents/nzds/nzsl-bill.pdf *Recognising abilities, not disabilities* http://www.signshine.com/special-needs/ *The Gulliford Lecture: Special needs in the twenty-first century: where we've been and where we're going (UK) Alan Dyson.* *L. Kreger Silverman, PhD: Gifted Children with Learning Disabilities: Lost Treasures.*

Useful resources and documents:
1. Rosemary Cathcart 'They're Not Bringing My Brain Out!'
2. http://www.discovery1.school.nz

Low Socio-economic Students

Needs	Programme/support	Evidence that this will work
Getting to school	Transport via school van, car pool, public transport, or walking school bus.	*This is a practical necessity.*
Well-nourished in the morning	Breakfast club.	*This is a practical necessity for particular children.*

Find engagement in learning	Self-directed learning is supported by the Learning Advisors who help children to identify their passions and interests IEM's developed for each child at the beginning of each term with the input of the parent/Whānau and the child. Assessment of the IEM's/goals set at the end of the term. Where to next for the child, what have they achieved and how can their strengths be supported as well as what interventions can be put in place to improve their weaker areas. Allowing the child to have a say in the development of his/her learning process.	*Increasing Student Success Through Instruction in Self-Determination:* *www.apa.org/research/action/succe ss.aspx*
Access to computers	The school will provide access to technology during school hours. Computers in Homes Project – Rorohiko e roto nga Kainga.	www.computersinhomes.org.nz/out comes
Engagement of families in the students' learning	The shared Common room and open classrooms aim to provide a welcoming space for families where they can be involved, spend time with their child, network with each other over a cuppa, contribute to the school in manageable ways. Support and education evenings will be provided to assist families with supporting their students' learning.	Alton-Lee, A. (2003). *Quality Learning for Diverse Students in Schooling: Best Evidence Synthesis.* Wellington: Ministry of Education
Financial access	The school intends to set up a scholarship process to facilitate access to both the school and resources for families on low incomes.	*Education and Socioeconomic status:* *http://www.apa.org/pi/ses/resource s/publications/factsheet- education.pdf*
Useful resources and documents:		