
Editorial

Wendy Holley-Boen, on behalf of the editorial team



Tēnā koutou –

We are delighted to bring you this second and final issue of Kairaranga for 2023.

Kairaranga remains committed to showcasing practitioner-based research and disseminating grassroots examples of principles-based practice. This issue is published at an important time in education, as Te Tūāpapa o He Pīkorua (Ministry of Education, 2021) gains traction as a professional practice framework for educators across learning support. The Ministry of Education defines Te Tūāpapa as an evidence-informed approach to “identifying supports which increase in intensity, depending on the needs and the context” (<https://hepikorua.education.govt.nz/>). Similarly, each article in this edition can support the co-design of multi-tiered supports for ākonga within the layers of their context. Readers may note implications for mahi at Te Matua (universal), Te Kāhui (targeted) and Te Arotahi (tailored) tiers, as well as across tiers to underscore the fluidity of Te Tūāpapa.

Cat Noakes-Duncan, in the first article, explores what Māori educators want from Pākehā outreach teachers. Situated in her work as an outreach teacher for tamariki Māori with autism and complex needs, Cat identifies strategies with targeted and universal relevance to non-Māori educators committed to culturally-affirming and relational practices. These include the centrality of whānau and relationships, the need to honour te reo and tikanga, and the importance of practising with humility.

In another article with implications for tiered support, Nicola McDowell researched the effectiveness of a range of interventions for children with cerebral visual impairment (CVI). This high incidence visual issue remains relatively unknown in education, and Nicola worked with parents and teachers to better understand children’s social, emotional and learning needs. Through focus groups and interviews, strategies at each tier were identified, including mindfulness and gratitude (universal), decluttering (targeted), and CVI education (targeted).

Moving between universal and targeted, Fiona Mitchell draws on teacher voice to consider the potential of universal design for learning (UDL) to support teachers in planning for autistic learners. This research positions UDL as a support for teachers working fluidly through the tiers of Te Tūāpapa, and designing for all, most and some. However, robust professional development is needed to maximise the potential of UDL in New Zealand classrooms.

Two systematic literature reviews follow. In the first review, Sarah Darke and Kayleen Clark-Howard synthesise eight qualitative studies examining the subject experience of belonging in New Zealand

high schools. They affirm the importance of belonging, and the key role played by both teachers and safe spaces. As belonging is fundamental to wider academic and social outcomes, this research is relevant across Te Tūāpapa.

With similar themes around the importance of relationships. Anna Richards and Kayleen Clark-Howard's systematic literature review explores the perspectives of young people themselves on absenteeism. Their article summarises the enablers – key of which are relational pedagogies and restorative practices – which again has implications for universal, targeted and tailored supports.

In the final article, Amy Smith (Ngāi Tahu) and Melissa Derby (Ngāti Ranginui) explore what is known about literacy and biliteracy development, then seek kaiako perspectives on structured literacy in kura kaupapa Māori. Their research suggests that professional development, combined with resourcing and stakeholder support (universal) may hold promise for ākonga Māori.

This issue concludes with a video/narrative kōrero with Dorothy Taare-Smith (Ngāti Porou). Dorothy discusses the Taonga Takiwātanga Charitable Trust she established in Tairāwhiti to provide 'honest support, with no hidden agendas'. Readers are sure to take away ideas and inspiration from her 'no red tape' policy, and mahi at every tier of Te Tūāpapa. Whatever her mahi, Dorothy is driven by a kaupapa of "if you need help, and we can help, we'll help you".

KAIRARANGA ARTWORK



Haystacks by Monet

By Year 5-6 Stepping-up Arts students from Arahoe School

Monet painted many haystacks. They were all around him in the fields nearby and therefore, unavoidable ... and like sundials, they captured points in the day when the sun was moving casting wonderful shadows. This meant that painting haystacks was perfect for showing examples of tone, or shadow as the tamariki liked to call it.

Artists:

AJ Phillip Y6
Ruby Garraway Y5
Finn Brand Y5
Hayley Pascua Y5
Jacquelyn Ju Y6
Rebecca Chen Y6

Most of our tamariki had never seen haystacks before, being city kids, so these had a certain charm. The rōpū were keen to try landscape painting and haystacks offered a point of interest, almost like a house.

The colours in this particular painting by Monet meant the tamariki would have to learn to blend beyond primary and look at warm and cool colours too. It was an achievable image to copy in a 45-60 minute slot, which is often what primary art sessions allows. This rōpū had already experienced lessons in tone and basic colour mixing so this was a good next step.

By Gillian Appleby (Resident artist and art tutor)

<https://www.arahoe.school.nz/about-us/our-school>