



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research Commons

<http://waikato.researchgateway.ac.nz/>

Research Commons at the University of Waikato

Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

**The Long Term Implication of RTLB Support:
'Listening to the Voices of Student Experiences'**

A thesis
submitted in partial fulfillment
of the requirements for the degree
of

Master of Special Education

at

The University of Waikato

by

Poobie Pillay

The University of Waikato

2009

Acknowledgements:

There are a few people that I would like to acknowledge for helping and guiding me through this research journey. They are:

The 6 student participants who enthusiastically shared their experiences

The school where these participants attended for allowing me access to the students and interview rooms

The RTLB Management Committee for allowing me to undertake this research

My RTLB colleagues for supporting me from start to finish

My Supervisors:

- Dr Angus Macfarlane for the motivating discussions and words of encouragement
- Dr Tom Cavanagh for guiding me through the Ethics application and for revising my work long distance from the USA - I am indebted to you
- Paul Flanagan for taking over the reigns and guiding me through to the finish line at such short notice - It was a real pleasure being supervised by you.

My friend and colleague Ruth for the encouragement, support, proofreading and discussions - I owe you a few coffee plantations

Jan Devereaux – for giving up time to proofread and edit the final draft

The Library Staff at the University of Waikato and The Ministry of Education for conscientiously and timeously sending me books and articles that I requested.

My friend Keith Josias for the support and accompanying me on the trips to the university

My children for being patient, curious and interested in my writing over the past year

Finally my dear wife, Jenny for transcribing, proofreading, and the kind words of encouragement and patience when I needed it most

Abstract

This research inquiry is based on the narratives of six secondary school male students who tell of their experiences of having learning and/or behaviour difficulties in school. The research explores the perspectives of these six participants, from one New Zealand Secondary School, who received support from a Resource Teacher Learning and Behaviour (RTLb) from a single RTLb cluster. The RTLb service is a school based resource that provides itinerant specialist support to schools and work with regular class teachers to improve the educational outcomes for students with moderate learning and/or behavioural difficulties (Ministry of Education, 1999; Walker et al, 1999).

This study aims to capture the voices of the participants through narratives and to tell of their experiences with RTLb, their school and what makes sense in their lives. The purpose of this research is to induce reflection, themes or possibly questions for further discussion or research. There were four questions that drove this research inquiry:

1. What were the experiences of the participants who received support from the RTLb while they were at primary, intermediate or secondary school?
2. What were their current experiences of school life?
3. What is it about boys and school- especially those with learning and behaviour difficulties?
4. Were there any new insights available to support/extend the work of the RTLb in this cluster?

A narrative approach was chosen as the methodology because it allowed the stories of the students to be told in their own voices. The principles of a narrative guided the construction, presentation and application of the interviews. The interviews were informally conducted and the transcription formed the narratives in this inquiry.

The themes from the narratives generated discussion about the family as an important factor in raising positive, well balanced children. The similarities between the Caucasian participants and the Maori participants of the Te Kotahitanga project also featured. The themes also cover the impact of immigration on the South African participants and show the differences between the two school systems and how they affect students new to New Zealand. The impact of RTLb support was greatest on those who remembered quite clearly the RTLb and the support they received.

The research presented a positive outlook for the participants despite their difficulties and experiences of school. Their resilience and the combination of support they received at school and home were important contributors to this optimism. The analysis of the narratives provided the RTLb in this cluster with some implications to support or extend their work. The implications included the development of proactive connections and meaningful relationships with the student. This was possible by getting to know them better and by making them aware of the purpose of RTLb involvement. The students could also be included in the problem solving and intervention processes. Two recommendations from this research are that future research could investigate a system to monitor progress of students who received RTLb support and a process to place immigrant children correctly in the New Zealand school system.

Table of Contents

Title Page		i
Acknowledgements		ii
Abstract		ii
Chapter 1	Introduction	1
1.1	Motivation for this research	2
1.2	Purpose of study	4
1.3.	Research questions	5
1.4	An approach to this research	5
1.5	Overview of chapters	7
Chapter 2	Literature Review	9
2.1	Special Education in New Zealand: Resource Teachers Learning and Behaviour (RTLB)	9
2.2	What about the boys?	34
2.3	A Narrative Inquiry	40
Chapter 3	Methodology	44
3.1	Obstacles, Ethical Approval & Considerations	44
3.2	Participant Selection	46
3.3	The Interview Process	49
3.5	Analysis of Data	53
Chapter 4	The Stories	56
4.1	Anthony	56
4.2	Jeff	60
4.3	Henry	62
4.4	Murray	66
4.5	Sam	69
4.6	Greg	71
Chapter 5	Discussion of Themes	75
5.1	Family Dynamics	75
5.2	Cultural/Ethnic Dynamics	78
5.3	Effective/Ineffective Teachers	82
5.4	Knowing the RTLB	85

Chapter 6	Research Questions & Implications	89
6.1	What were the experiences of the participants who received support from the RTLB while at primary, intermediate or secondary school?	89
6.2	What were their current experiences of school life?	91
6.3	What is it about boys and school?	91
6.4	Were there any new insights available to support/extend the work of the RTLB in this cluster?	93
Chapter 7	Limitations and Conclusion	97
References		102
Appendices		119

CHAPTER ONE: Introduction

... Children talk ... but their words are rarely listened to and leave no trace. Giving a voice to childhood thus means recognising children's right to be the primary authors of their lives.

(Allodi, 2002)

This research inquiry is based on the narratives of six secondary school male students, aged between 12 - 18 years, who agreed to tell of their experiences of learning or behaviour difficulties in school. This case study research explores the perspectives of these six participants, from one New Zealand Secondary School, and who had previous support from the Resource Teacher Learning and Behaviour (RTLB) within a single RTLB cluster. Although the findings and implications will be predominantly pertinent to this single RTLB cluster, they may provide ideas for research and development in other clusters.

Resource Teachers Learning and Behaviour (RTLB) were established in New Zealand schools in 1999 as part of the Special Education 2000 (SE 2000) policy. This service is a school based resource that provides itinerant specialist support to schools and work with regular class teachers to improve the educational outcomes for students with moderate learning and/or behavioural difficulties (Ministry of Education, 1999, Walker et al., 1999). There are approximately 779 RTLB in 191 clusters at any one time, working across the country. A cluster consists of a group of schools, usually located close to each other and is supported by one or more RTLB hosted by a school within the cluster.

The focus of the investigation was to gain fresh insight into the participants' experiences of school because they had learning or behavioural difficulties. I expected the participants to be confident about being interviewed on their own, reasonably

articulate, and able to present their point of view (Engel, 1999; Smith & Taylor, 2000). I therefore commenced the study assuming that the participants would provide rich data regarding their own thoughts, feelings and experiences (Curtin, 2001).

1.1 Motivation for this Research:

I became an RTLB when it was established by the Ministry of Education in 1999. In reflecting on my role as an RTLB, I often wondered what impact we made on the students we supported. Was there a lasting positive impression? Have we really made a difference? How were the students coping with school after we had ended our support? Boys featured most on RTLB roll for some of the more challenging difficulties. I wondered whether they were still at school and, if so, how were they coping?

Generally RTLB had provided a positive service, based on the four evaluations of the RTLB Service to date. Another evaluation by the Education Review Office (ERO) of the Ministry of Education is scheduled for this year and I anticipate that too will be positive. The evaluations focused on the general state of the service. In August 2000, Dr. Cathy Wylie, an educationalist and researcher reported that the RTLB service was regarded “more positively, with the highest satisfaction rate for any of the major Special Education 2000 initiatives asked about” (Wylie, 2000, p. 92). In 2002, after a three year evaluation and monitoring of Special Education 2000 (SE2000), a team from Massey University reported that the RTLB component demonstrated a high degree of satisfaction by schools with the RTLB service (Massey University 2002). Furthermore between 2002 and 2004, ERO carried out two reviews of the service, which comprised a pilot review of six clusters and a more detailed review of approximately 40 clusters nationwide. The review, among other things, evaluated the extent to which the RTLB

service had impacted on student achievement including behaviour and recommended that to increase the effectiveness of the RTLB service, regular external reviews must be done. ERO recommended that the reviews focus on student achievement and demonstrate the effectiveness of their cluster service (Education Review Office, 2004). I was also motivated by the research undertaken by the University of Waikato – “Te Kotahitanga: The Experiences of Year 9 and 10 Maori Students in Mainstream Classrooms: Report to the Ministry of Education” (Bishop, Berryman, Tiakiwai & Richardson, 2003). This research project investigated, “how education in its many forms could make the greatest difference in raising the educational achievement of Maori students” (p.11). The researchers gathered narratives of students’ classroom experience by the process of ‘collaborative storying’ (Bishop, 1996, 1997). In their narratives the students spoke about how teachers could create a context for learning wherein the students’ educational achievement could improve (Bishop et al., 2003).

I was particularly interested in the Te Kotahitanga approach of listening to the stories of students’ classroom experiences and the subsequent development of the rest of the project. This research approach appealed to my sense of investigation and I was motivated to use a similar approach in my research inquiry.

It seems that the voices of children are seldom heard (Graham, 2008) although socio-cultural as well as cognitive theories of learning “emphasise the active participation of the learner” (Tangen, 2008, p.158). LeCompte and Preissle (1992) found that despite the overwhelming research in education, “a remarkably small percentage of the studies specifically address what children do, feel, or think about in school” (p.819).

Researchers have realised that listening to the children empowers the children, because children, especially those who live with difficulties, are perceived as disempowered and are amongst the most disadvantaged in education (Rouse, 2006). It is usual for children with difficulties to be dependent on the decisions made by the adults around them in respect to their education and behavioural needs. The strategies and goals listed in individual education plans (IEPs) and behaviour intervention plans (BIPs) are directed by the adults, with little or no input from the child. The assumption is that the adults know what's best for the child. Tangen (2008) emphasises that "listening to children's voices in research usually means studying children's experiences and views of their lives" because children are like adults and make sense of their lives (p.159).

This research paper proposes that like the Te Kotahitanga project, children's experiences and perspectives are needed for a more informed and reflexive practice as Resource Teachers Learning and Behaviour.

1.2 Purpose of the Study:

In this study I examine the experiences of six participants who had learning and/or behaviour difficulties in school and who received support from the RTLB. The purpose of this research is to gain insight into their experiences at school after RTLB support had ended. As far as I am aware the voices of such students have not been sufficiently heard, therefore making this an enlightening research inquiry. This study aims to capture those voices through narratives and to tell of their experiences with RTLB, their school and what it means to have learning or behavioural difficulties. The purpose of this research is not to provide a list of interventions or to test a hypothesis, but to induce reflection or possibly questions for further discussion or research.

1.3 Research Questions:

There were two research questions that I wanted to explore:

1. What were the experiences of the participants who had received support from the RTLB while at primary, intermediate or secondary school?
2. What were their current experiences of school life?

These questions were intentionally broad in nature because I wanted to keep the inquiry as open as possible and ensured that the participants' narratives were not constrained in any way. There were also a couple of secondary questions inherent in this inquiry that was important for future implications:

3. What is it about boys and school- especially those with learning and behaviour difficulties?
4. Were there any new insights available to support/extend the work of the RTLB in this cluster?

I was keen to hear the stories from these six students of their experiences with the RTLB and their current experiences of school, long after the RTLB support had ended. The interviews were conducted individually and all six students appeared to sincerely appreciate having their voices listened to.

1.4 An Approach to the Research:

I was aware that this research inquiry was based on the subjective experiences of the student participants and their perception of their lives, as narrated in their stories. I was also aware that this research was based on my subjective interpretation of those experiences but am reminded of the importance of the subjective experience of individuals in the creation of the social world (Cohen, Manion & Morrison, 2007). This was summed up quite succinctly by Cohen et al. (2007) who stated that, “the principal

concern is with an understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself” (p. 8).

This research inquiry followed a qualitative research approach in that it relied on the meanings that the participants made of their experiences (Denzin & Lincoln, 2000), and the analysis and interpretation of the data relied on my meaning of their experiences. The analysis of qualitative research inquiries includes a discussion of themes and the larger meaning of the findings but it is possible that some qualitative inquiries have the potential to “end up with questions that remain unanswered” (Creswell, 2008, p. 285). I was aware that a similar conclusion was possible with my inquiry.

Qualitative research gives researchers a broad range of methodologies to which narrative research is aligned. For my research, a narrative approach as the methodology was the preferred choice because it allowed the stories of the students to be told in their own voices and therefore their experiences were heard. Connelly & Clandinin (1990) aptly defined narrative research designs as, “...qualitative procedures, in which the researchers describe the lives of the individuals, collect and tell stories about these individuals’ lives, and write narratives about their experiences”(p.2). Narrative researchers collect data from various sources including interviews and conversations. Since I wanted to listen to the stories of the participants I chose to collect data through interviews.

Interviews recognise that people tell their own stories of their lives and how they live them. A good interview according to Eisner (1991) occurs when the interviewer listens

intently and asks “questions that focus on concrete examples and feelings rather than on abstract speculations, which are less likely to provide genuinely meaningful information” (p. 183). The principles of a narrative guided me in the application of the interviews.

The data collected from interviews were transcribed and retold as stories in collaboration with the individual participants and forms the narrative text of this research (Merriam, 1998). The analysis of the stories was discussed as themes and is detailed in chapter five.

1.5 Overview of the chapters:

Chapter two provides a literature review in three parts. The first part of the literature review discusses the role of RTLB in the context of the Special Education 2000 policy. Attention will be given to the promotion of the inclusive paradigm and the implementation of popular collaborative interventions that the mandatory professional development programme provided for RTLB. I have also included a brief discussion on the challenges that secondary schools face in the promotion of inclusive education. In the second part I examine two perspectives for the crisis on boys’ underachievement at schools. The concern regarding the underachievement and poor behaviour of boys in schools has been well researched and I look at the discourse on masculinity and ineffective schools and how they shape the stereotypes regarding what it is to be male. The third part of this chapter focuses on the rationale for using the narrative method of inquiry. In this part I discuss how a narrative framework informed the research approach and how it fitted with the purpose and the context of my study.

In chapter three I discuss the methods and procedures utilized in this research and the research methods that inform them. The methodology is based on the theoretical framework of narrative inquiry and the interview method for data collection. This chapter also describes in detail how I collected the data, which includes participant selection, ethical issues, the interview process and the method for data analysis.

Chapter four provides the stories of the six participants and a short commentary after each descriptive story. The descriptive stories and interpretive comments set the milieu for the themes. In chapter five I present the discussion on the themes that emerged from the stories of the participants.

In chapter six I provide some insight into the four research questions that directed the purpose of this study. I also discuss possible implications for the RTLB and suggest possible questions for further discussion or research. Finally in chapter seven, I present the limitations that affected this research and a conclusion to this research inquiry.

CHAPTER ONE: Introduction

... Children talk ... but their words are rarely listened to and leave no trace. Giving a voice to childhood thus means recognising children's right to be the primary authors of their lives.

(Allodi, 2002)

This research inquiry is based on the narratives of six secondary school male students, aged between 12 - 18 years, who agreed to tell of their experiences of learning or behaviour difficulties in school. This case study research explores the perspectives of these six participants, from one New Zealand Secondary School, and who had previous support from the Resource Teacher Learning and Behaviour (RTLB) within a single RTLB cluster. Although the findings and implications will be predominantly pertinent to this single RTLB cluster, they may provide ideas for research and development in other clusters.

Resource Teachers Learning and Behaviour (RTLB) were established in New Zealand schools in 1999 as part of the Special Education 2000 (SE 2000) policy. This service is a school based resource that provides itinerant specialist support to schools and work with regular class teachers to improve the educational outcomes for students with moderate learning and/or behavioural difficulties (Ministry of Education, 1999, Walker et al., 1999). There are approximately 779 RTLB in 191 clusters at any one time, working across the country. A cluster consists of a group of schools, usually located close to each other and is supported by one or more RTLB hosted by a school within the cluster.

The focus of the investigation was to gain fresh insight into the participants' experiences of school because they had learning or behavioural difficulties. I expected the participants to be confident about being interviewed on their own, reasonably

articulate, and able to present their point of view (Engel, 1999; Smith & Taylor, 2000). I therefore commenced the study assuming that the participants would provide rich data regarding their own thoughts, feelings and experiences (Curtin, 2001).

1.1 Motivation for this Research:

I became an RTLB when it was established by the Ministry of Education in 1999. In reflecting on my role as an RTLB, I often wondered what impact we made on the students we supported. Was there a lasting positive impression? Have we really made a difference? How were the students coping with school after we had ended our support? Boys featured most on RTLB roll for some of the more challenging difficulties. I wondered whether they were still at school and, if so, how were they coping?

Generally RTLB had provided a positive service, based on the four evaluations of the RTLB Service to date. Another evaluation by the Education Review Office (ERO) of the Ministry of Education is scheduled for this year and I anticipate that too will be positive. The evaluations focused on the general state of the service. In August 2000, Dr. Cathy Wylie, an educationalist and researcher reported that the RTLB service was regarded “more positively, with the highest satisfaction rate for any of the major Special Education 2000 initiatives asked about” (Wylie, 2000, p. 92). In 2002, after a three year evaluation and monitoring of Special Education 2000 (SE2000), a team from Massey University reported that the RTLB component demonstrated a high degree of satisfaction by schools with the RTLB service (Massey University 2002). Furthermore between 2002 and 2004, ERO carried out two reviews of the service, which comprised a pilot review of six clusters and a more detailed review of approximately 40 clusters nationwide. The review, among other things, evaluated the extent to which the RTLB

service had impacted on student achievement including behaviour and recommended that to increase the effectiveness of the RTLB service, regular external reviews must be done. ERO recommended that the reviews focus on student achievement and demonstrate the effectiveness of their cluster service (Education Review Office, 2004). I was also motivated by the research undertaken by the University of Waikato – “Te Kotahitanga: The Experiences of Year 9 and 10 Maori Students in Mainstream Classrooms: Report to the Ministry of Education” (Bishop, Berryman, Tiakiwai & Richardson, 2003). This research project investigated, “how education in its many forms could make the greatest difference in raising the educational achievement of Maori students” (p.11). The researchers gathered narratives of students’ classroom experience by the process of ‘collaborative storytelling’ (Bishop, 1996, 1997). In their narratives the students spoke about how teachers could create a context for learning wherein the students’ educational achievement could improve (Bishop et al., 2003).

I was particularly interested in the Te Kotahitanga approach of listening to the stories of students’ classroom experiences and the subsequent development of the rest of the project. This research approach appealed to my sense of investigation and I was motivated to use a similar approach in my research inquiry.

It seems that the voices of children are seldom heard (Graham, 2008) although socio-cultural as well as cognitive theories of learning “emphasise the active participation of the learner” (Tangen, 2008, p.158). LeCompte and Preissle (1992) found that despite the overwhelming research in education, “a remarkably small percentage of the studies specifically address what children do, feel, or think about in school” (p.819).

Researchers have realised that listening to the children empowers the children, because children, especially those who live with difficulties, are perceived as disempowered and are amongst the most disadvantaged in education (Rouse, 2006). It is usual for children with difficulties to be dependent on the decisions made by the adults around them in respect to their education and behavioural needs. The strategies and goals listed in individual education plans (IEPs) and behaviour intervention plans (BIPs) are directed by the adults, with little or no input from the child. The assumption is that the adults know what's best for the child. Tangen (2008) emphasises that "listening to children's voices in research usually means studying children's experiences and views of their lives" because children are like adults and make sense of their lives (p.159).

This research paper proposes that like the Te Kotahitanga project, children's experiences and perspectives are needed for a more informed and reflexive practice as Resource Teachers Learning and Behaviour.

1.2 Purpose of the Study:

In this study I examine the experiences of six participants who had learning and/or behaviour difficulties in school and who received support from the RTLB. The purpose of this research is to gain insight into their experiences at school after RTLB support had ended. As far as I am aware the voices of such students have not been sufficiently heard, therefore making this an enlightening research inquiry. This study aims to capture those voices through narratives and to tell of their experiences with RTLB, their school and what it means to have learning or behavioural difficulties. The purpose of this research is not to provide a list of interventions or to test a hypothesis, but to induce reflection or possibly questions for further discussion or research.

1.3 Research Questions:

There were two research questions that I wanted to explore:

1. What were the experiences of the participants who had received support from the RTLB while at primary, intermediate or secondary school?
2. What were their current experiences of school life?

These questions were intentionally broad in nature because I wanted to keep the inquiry as open as possible and ensured that the participants' narratives were not constrained in any way. There were also a couple of secondary questions inherent in this inquiry that was important for future implications:

3. What is it about boys and school- especially those with learning and behaviour difficulties?
4. Were there any new insights available to support/extend the work of the RTLB in this cluster?

I was keen to hear the stories from these six students of their experiences with the RTLB and their current experiences of school, long after the RTLB support had ended. The interviews were conducted individually and all six students appeared to sincerely appreciate having their voices listened to.

1.4 An Approach to the Research:

I was aware that this research inquiry was based on the subjective experiences of the student participants and their perception of their lives, as narrated in their stories. I was also aware that this research was based on my subjective interpretation of those experiences but am reminded of the importance of the subjective experience of individuals in the creation of the social world (Cohen, Manion & Morrison, 2007). This was summed up quite succinctly by Cohen et al. (2007) who stated that, “the principal

concern is with an understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself” (p. 8).

This research inquiry followed a qualitative research approach in that it relied on the meanings that the participants made of their experiences (Denzin & Lincoln, 2000), and the analysis and interpretation of the data relied on my meaning of their experiences. The analysis of qualitative research inquiries includes a discussion of themes and the larger meaning of the findings but it is possible that some qualitative inquiries have the potential to “end up with questions that remain unanswered” (Creswell, 2008, p. 285). I was aware that a similar conclusion was possible with my inquiry.

Qualitative research gives researchers a broad range of methodologies to which narrative research is aligned. For my research, a narrative approach as the methodology was the preferred choice because it allowed the stories of the students to be told in their own voices and therefore their experiences were heard. Connelly & Clandinin (1990) aptly defined narrative research designs as, “...qualitative procedures, in which the researchers describe the lives of the individuals, collect and tell stories about these individuals’ lives, and write narratives about their experiences”(p.2). Narrative researchers collect data from various sources including interviews and conversations. Since I wanted to listen to the stories of the participants I chose to collect data through interviews.

Interviews recognise that people tell their own stories of their lives and how they live them. A good interview according to Eisner (1991) occurs when the interviewer listens

intently and asks “questions that focus on concrete examples and feelings rather than on abstract speculations, which are less likely to provide genuinely meaningful information” (p. 183). The principles of a narrative guided me in the application of the interviews.

The data collected from interviews were transcribed and retold as stories in collaboration with the individual participants and forms the narrative text of this research (Merriam, 1998). The analysis of the stories was discussed as themes and is detailed in chapter five.

1.5 Overview of the chapters:

Chapter two provides a literature review in three parts. The first part of the literature review discusses the role of RTLB in the context of the Special Education 2000 policy. Attention will be given to the promotion of the inclusive paradigm and the implementation of popular collaborative interventions that the mandatory professional development programme provided for RTLB. I have also included a brief discussion on the challenges that secondary schools face in the promotion of inclusive education. In the second part I examine two perspectives for the crisis on boys’ underachievement at schools. The concern regarding the underachievement and poor behaviour of boys in schools has been well researched and I look at the discourse on masculinity and ineffective schools and how they shape the stereotypes regarding what it is to be male. The third part of this chapter focuses on the rationale for using the narrative method of inquiry. In this part I discuss how a narrative framework informed the research approach and how it fitted with the purpose and the context of my study.

In chapter three I discuss the methods and procedures utilized in this research and the research methods that inform them. The methodology is based on the theoretical framework of narrative inquiry and the interview method for data collection. This chapter also describes in detail how I collected the data, which includes participant selection, ethical issues, the interview process and the method for data analysis.

Chapter four provides the stories of the six participants and a short commentary after each descriptive story. The descriptive stories and interpretive comments set the milieu for the themes. In chapter five I present the discussion on the themes that emerged from the stories of the participants.

In chapter six I provide some insight into the four research questions that directed the purpose of this study. I also discuss possible implications for the RTLB and suggest possible questions for further discussion or research. Finally in chapter seven, I present the limitations that affected this research and a conclusion to this research inquiry.

Chapter 2: Literature Review

Introduction:

The major part of this literature review discusses the role of RTLB in the context of the SE 2000 policy. Attention is given to the promotion of the inclusive paradigm and a discussion on some collaborative interventions that the mandatory, RTLB training provided. There is also a brief discussion on the challenges that secondary schools experience with inclusive education. This discussion impacts on the research since it is based on the narratives of participants who attend a secondary school.

In the second part I examine two perspectives for the crisis on boys' underachievement at schools. The concern regarding the underachievement and poor behaviour of boys in schools has been well researched and I look at the discussion on masculinity and ineffective schools and how they shape the stereotypes regarding what it is to be male. The third part of this chapter focuses on the rationale for using the narrative method of inquiry and how it fitted within the context of my study.

2.1 Special Education in New Zealand: Resource Teacher Learning and Behaviour

The New Zealand Education Act (1989) made it illegal for schools to refuse student enrolment on the basis of a disability (Guild, 2006). The Education Act protected the rights of all children to an education and facilitated an examination into the special education system that culminated with the introduction of the SE 2000 policy in 1996 (Guild, 2006; Ministry of Education, 1995). The aim of SE 2000 was to achieve an "inclusive education system that provided learning opportunities of equal quality to all students"(Ministry of Education, 1997, p.5).

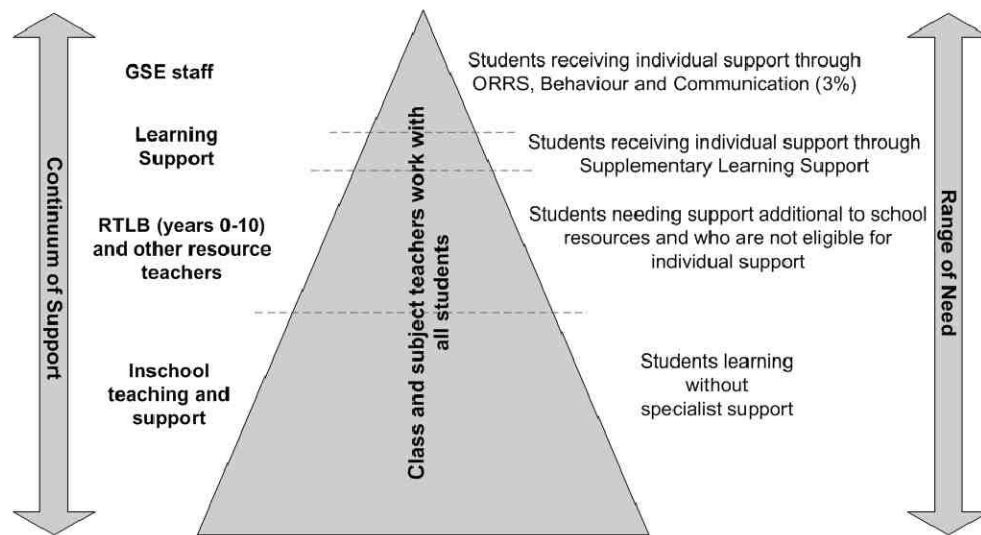
SE 2000 restructured the way resources and service provisions were distributed to learners with special education needs. It also changed the way schools managed special education resources to ensure “equity, quality, efficiency, and an economic of support provision” (Guild, 2006, p.6). One such change was the introduction of Resource Teacher Learning and Behaviour (RTLB) positions in 1999.

The introduction of the RTLB service was a unique special education development that was responsible for introducing a major paradigm shift for special and regular education in New Zealand (Brown et al., 2000; Ministry of Education, 1997). The transition from separate educational provision in special classes for students with disabilities toward inclusive, mainstream education (Thomson, 1998) placed demands on the management of school organisation, teacher skill and student ability to manage in this new environment. Furthermore, the government’s guidelines relating to school administration (NAGs) required schools to identify students who are at risk of not achieving or who have special education needs (Ministry of Education, 2005). The guideline emphasised the importance of meeting the needs of students with special needs. One of the government’s objectives for the school system, as recorded in the National Education Guidelines (NEGs), called for the “success in their learning for those with special needs by ensuring that they are identified and receive appropriate support” (Ministry of Education, 2004, NEG.7). These guidelines ensured that schools implement strategies and develop systems that catered for students with special needs.

The Ministry of Education expected that these new demands were best met by support networks designed to assist schools to meet the new policy expectations (Ministry of Education, 1997). The RTLB service was developed as a school-based resource

network supporting schools to meet these responsibilities and was part of a continuum of special education services that includes the Ministry of Education Special Education (MOE SE), Supplementary Learning Support Teachers (SLST), Resource Teachers Learning and Behaviour (RTLB) and other resource teachers (Ministry of Education, 2007b). This continuum is illustrated in Figure 1.

Figure 1: The diagram below illustrates the continuum of support available
(Ministry of Education, 2007b, p. 7)



The range of needs vary from those with minimum special needs (base of the triangle) that can be supported with in school resources to those with very high needs (the peak of the triangle) who require specialist support from the Ministry of Education: Special Education. Those students with learning and behaviour needs in years 0–10 and who did not meet the criteria for the Ongoing and Reviewable Resourcing Schemes (ORRS), the Severe Behaviour Initiative, or Supplementary Learning Support may be eligible for RTLB support (Ministry of Education, 2007b). The key difference between the other resources and RTLB support is that the other resources focus on the students

with significant to very high needs while RTLB focus on those students with 'mild to moderate' needs.

The definition of the term “moderate” is essential in order to determine the parameters within which the RTLB worked. The word moderate is commonly defined in dictionaries as “being within reasonable limits”, “of average in intensity” and “not extreme, radical or excessive in behaviour or expression” (Soanes & Stevenson, 2005; Merriam-Webster, 2009). These definitions suggest that the students identified in the moderate category have the potential of achieving success by being able to overcome/cope with their special need. This statement also forms the context of this research that through RTLB interventions, schools should be able to employ suitable strategies to support students with difficulties after RTLB support has ended. This research inquiry is about students in the mainstream education (in a regular classroom in a regular school) with mild to moderate learning and/or behavioural needs. In effect RTLB support was intended to be short term (approximately 30 weeks) and the interventions implemented were meant to have a long term effect (Ministry of Education, 1997). Schools were expected to continue supporting the students effectively using the interventions offered by the RTLB. The narratives of the student participants in this research should clarify this assertion.

RTLB play an important role in supporting schools to meet the needs of students that have mild to moderate learning or behavioural difficulties. They have the challenging task of supporting teachers to take up their responsibility to support all students regardless of their difficulties (Brown et al., 2000; Glynn, Moore, Gold & Sheldon, 1992; Ministry of Education, 2001b). The role of the RTLB is challenging and requires

professional expertise, experience and an in-depth knowledge of special education. Effective RTLB support is expected to provide a school with systems and practices that maintain an educational focus in inclusive classroom environments and to promote the development of effective learning environments (Brown et al., 2000; Ministry of Education, 2007b).

The role of the RTLB is guided by the latest policy statements contained in RTLB: Policy and Toolkit (Ministry of Education, 2007b). The aim of this policy is to meet the needs of all students experiencing learning and/or behavioural difficulties. RTLB are expected to assist classroom teachers in assessing a student's needs and develop learning programmes or behaviour plans to overcome difficulties that might be present. The RTLB work with individual students, groups of students, teachers, or with whole school systems (Ministry of Education, 2001a). SE 2000 promotes an ecological approach to assessment and intervention (Brown, Jones, Manins & Thomson, 1999; Brown et al., 2000; Ministry of Education, 2001a). RTLB can be seen as consultant teachers who have developed ways to work collaboratively with schools, teachers, parents and students to promote and establish an inclusive education system (Fancy, 1999; Thomson, 1998).

2.1.1: Promoting Inclusive Education

As mentioned earlier the aim of SE 2000 was to achieve an “inclusive education system that provided learning opportunities of equal quality to all students”(Ministry of Education, 1997, p.5). However achieving a world class inclusive education system is not a simple task and without proper support progress towards this goal may be problematic (Farrell, 2001; Westwood, 1997).

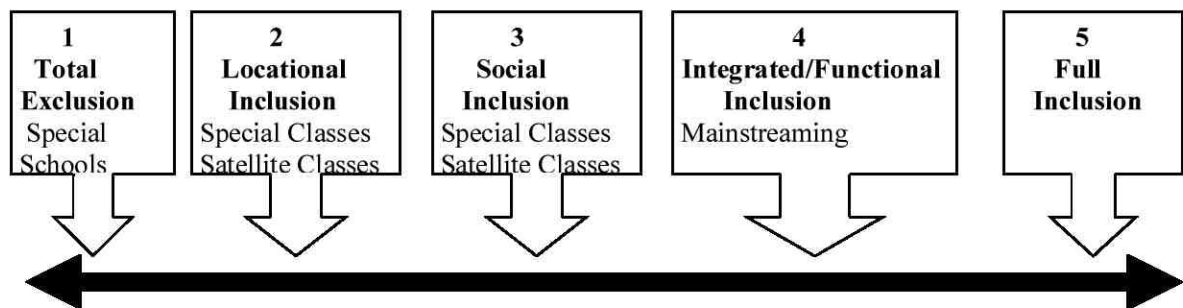
In order to understand the depth of this aim it is necessary to understand what constitutes special education (Fraser, Moltzen & Ryba, 2005). The New Zealand Ministry of Education (1999, 2003) regards special education as providing extra help through adapted programmes and modified learning environments to support children with their learning so that they could participate in education. Other countries like the United States of America and England use similar definitions. The United States defines special education as 'specially designed instruction ...to meet the needs of a child with disability' (United States Department of Education, 1997, p. 12) and England defines special education as 'educational provision made for children who have special educational needs' (Office of Public Sector Information, 1996). The common understanding is that special education involves something different from that which is on offer in mainstream schools and children with complex needs often require support beyond that which is normally required by their peers (Florian, 2006).

The extra assistance could be in the form of adapted programmes, modified learning environments or the provision specialised equipment and material. The students with special needs are those with a variety of needs and who require a significant change in programmes and/or additional resources to benefit their learning (Ministry of Education, 1999). The wide range of needs and services provided for students with special needs are clearly defined on the continuum of support diagram (Figure 1, p.11). The diagram clearly demarcates the levels of support that is received in New Zealand. RTLB support is indicated as a support service that is additional to whatever support is available at school. At any level of support there is the expectation that the students with special needs will receive support in an inclusive setting. Inclusion is often used synonymously with mainstream but they are actually different. Inclusion in education

refers to the unconditional placement of students in regular education settings, regardless of type or degree of disability whereas mainstreaming means the student with disabilities can be educated partly in the regular classroom and partly in a special education program (Roberts & Prior, 2006). Although the special education support services can be delivered inside of the regular classroom, it normally involves the student going out of the class to receive special instruction (Bunch, Finnegan, Humphries, Doré & Doré, 2005).

The degree of inclusion in an educational system can be presented on a continuum, as illustrated below.

Figure 2: The Exclusion –Inclusion Continuum for Special Education



The exclusion – inclusion continuum illustrates the move from exclusion to full inclusion.

The following descriptions relate to the continuum:

1. Total exclusion refers to students who receive all their learning in a special school or facility, away from the regular educational facility.
2. Locational inclusion occurs when the student is educated in a separate class or unit within a regular educational facility. There is no contact either social or

educational with other students in the regular educational facility (Ministry of Education, 1987).

3. Social inclusion is similar to locational inclusion but students enjoy social interaction with peers in various ways within the educational setting (e.g. eat lunch together or share the same play area) (Ministry of Education, 1987).

4. Integrated /functional inclusion is where the students are educated partly in the regular classroom and partly in a special education program (Roberts & Prior, 2006).

5. Full inclusion occurs when the students participate in the regular education setting all of the time and may involve programme adaptation and/or environment modification.

Many education sectors continue to focus on assisting students to fit into the school structure educating them partly in the regular classroom and partly in a special education program (Roberts & Prior, 2006) which according to the exclusion -inclusion continuum (Figure 2) is more integration than inclusion (Loreman & Deppeler, 2001; Loreman, Deppeler & Harvey, 2005). According to Corbett & Slee (2000) inclusion requires systems to change to provide for the educational needs of all students. However, while integrated mainstreaming differs from full inclusion it can be seen as a positive step for students with special needs (Valeo, 2008).

The goal for RTLB is to assist schools and teachers towards full inclusion through collaborative planning and implementation. However achieving full inclusion is a daunting task with behaviour, social and/or emotional problems presenting the biggest challenge (Rouse, 2006). Research on inclusion suggests that the implementation of inclusion policies has been uneven (Evans & Lunt, 2002), whilst there are many success stories to be told about inclusion there are also failures and difficulties (Florian

& Rouse, 2001). One of the greatest barriers to the development of inclusion is a teacher who does not have the necessary motivation, knowledge, skills and training to take on the challenge (Florian, 2006; Forlin, 2001). Although it has been claimed that the lack of knowledge attributed to lack of training as one of the main barriers to inclusion, Florian and Rouse (2001) found in their research work that teachers do not lack knowledge of effective teaching strategies but they seem unaware that a prescriptive teaching approach has not been effective with students of differing abilities. Teaching strategies used in mainstream education need to be adapted to assist students with special education needs to learn (Florian, 2006).

The Ministry of Education's SE 2000 policy promoted support for special education through an inclusive paradigm much around the same time the introduction of the New Zealand Disability Strategy (Ministry of Health, 2001) stressed that "New Zealand will be inclusive when people with impairments can say that they live in a society that values their lives and continually enhances their full participation" (p. 5). Other countries like the United States and England have also enacted reforms such as 'No Child Left Behind' in the United States and the 1998 Education Act Reform in England to encourage greater inclusion of children with disabilities or special needs (McLaughlin & Rouse, 2000).

If this research was done a decade ago, it may have been appropriate to compare the medical paradigm that special education system was based on at that time to the current ecological paradigm. However, after almost a decade of workshops and professional development on the ecological/inclusive paradigm a comparison is quite unnecessary because the paradigm is firmly entrenched into the New Zealand Educational system.

The paradigm of that era was based on the medical or functional limitations paradigm which “assumed that the principal difficulties of people with disabilities resided within those individuals” (Brown et al., 2000, p.6; Walker et al., 1999). However, the ecological paradigm acknowledged that the difficulties facing people with disabilities are also external (Brown et al., 2000). The issue now is not how to place students with special needs into regular schools but how to enable teachers to support the educational and social needs of every student (Glynn et al., 1999; Moore et al., 1999). Positive teacher attitudes and appropriate teaching strategies determine the success of an inclusive classroom.

To enable their work RTLB undertake a mandatory and robust professional development programme from the University of Auckland or the University of Victoria. The training at the University of Waikato is no longer available. Successful RTLB are awarded a Diploma or Post Graduate Diploma in Special Needs Resource Teaching depending on their prior learning. The RTLB working in the school cluster where the research was undertaken had completed the mandatory training in 2000. The training ensured that RTLB acquired the skills to work within an ecological paradigm to promote effective learning environments (Walker et al., 1999).

The training offered RTLB an opportunity to become highly skilled practitioners, with a wide knowledge and experience of special education in order to become successful in their consulting role (Huefner, 1988; Moore et al., 1999). In addition RTLB acquired skills and knowledge about organisational systems, the curriculum framework and the principles of curriculum adaptation (Huefner, 1988; Thomson, 1998). For many RTLB adopting the inclusive teaching philosophy of the training required a major mind shift

from the medical model of special education. Many had been special class teachers prior to becoming an RTLB (Walker, Glynn & Macfarlane, 2000). However, after the training and with practice and experience RTLB are committed to provide schools with the opportunity to become inclusive and to support all students by changing the school culture and thinking towards educational reform (Carrington & Elkins, 2002). Ultimately, though, it is the culture of the school and the values of individual teachers that impact directly on the ability of the RTLB to encourage and support an inclusive school system (Cole, 2004, 2005).

The challenging task for RTLB is to influence teachers to reconceptualise learning and behaviour difficulties not as problems within learners but as problems for teachers to solve (Ainscow, 1999; Clark, Dyson, Millward & Robson, 1999; Hart, Dixon, Drummond & McIntyre, 2004). Ainscow (2005) suggests that teachers and other educators are more likely to change when they are aware that their teaching styles conflict with students' learning styles. They are more likely to work with their colleagues on adaptations that address the demands that different subjects, topics or tasks make on different learners (Florian, 2006).

An inclusive approach requires the RTLB to work effectively with the classroom teachers through collaborative problem solving. RTLB are expected to assist classroom teachers in assessing a student's needs and develop learning programmes or behaviour plans to overcome difficulties that might be present. This may not be an easy task because teachers have strong beliefs about where and how different kinds of children should receive their schooling (Rouse, 2006). It is only when there is a partnership of

collaboration amongst school management, teachers, students, community and RTLB that inclusive education will be successful (Timmons, 2006).

2.1.2 Special Focus - Secondary Schools:

It is more challenging to include students with special educational needs in a secondary school. The difficulties are real although it may seem to be in conflict with the foundations necessary for a school to be inclusive (Loreman et al., 2005). Secondary schools can be experienced as disabling for students with special educational needs and anyone who does not fit the system (Pearce & Forlin, 2005). Students are expected to conform to or change, to meet the demands of the school.

Secondary school teaching is specialised and teachers are seldom encouraged to work collaboratively or prepare programmes together (Vinson, 2002). Teachers generally set tasks for the whole class often neglecting to cater for the diverse learners (Pearce & Forlin, 2005). Students are expected to be able to read, write and do basic maths. They are expected to take responsibility for homework and self organisation which can be difficult especially for those with special needs (Pearce & Forlin, 2005).

The focus is on delivery of curriculum content and not children and pedagogy (Loreman, 2000). The curriculum dominates the focus of teachers to prepare the students for external exams and the pressure to provide evidence of improvement (Corbett & Slee, 2000). The teacher must cover curriculum content, often teaching difficult subject content while facilitating learning by moving at a slower pace. This can be a daunting task for teachers (Pearce & Forlin, 2005).

In addition, teachers are burdened with preparation and marking and feel that they have very little time for collaboration, preparing and implementing Individual Education Plans (Forlin, 2004; Van Reusen, Shoho & Barker, 2001). One of the biggest barriers to inclusion in secondary schools seems to be that teachers resist to plan and teach for diversity due to the additional time required for preparing materials (Kavale, 2007; Loreman & Deppeler, 2001).

The challenges in secondary school include the students themselves. Students go through difficult stages of self knowledge and identity and can face a harrowing time as teenagers (Bauer & Brown, 2001). Students may reject accommodations and adaptations to the curriculum if directed specifically and obviously at them (Loreman, 2000). Teenagers are often embarrassed to have an adult beside them because it makes them stand out from the other students (Giorcelli, 2003). Students may prefer to be given assistance in a separate setting but do not want any label that may accompany the placement. Being singled out also creates problems such as poor behaviour, learned helplessness, refusing to attempt tasks or dropping out of school completely (DiMartino, Clarke & Lachat, 2002).

2.1.3 Collaborative Interventions:

Professional and collaborative approaches to supporting children with special educational needs contribute to inclusion (Deppeler, Loreman & Sharma, 2005). RTLB are meant to provide that specialist support, resource and collaboration to ensure the inclusion and success for children with special educational needs. However for collaboration to succeed educators need to be receptive to the views, advice and support from the RTLB. As mentioned earlier, RTLB have the challenging task of

supporting teachers to take up their responsibility to support all students, regardless of their difficulties, in their classes and school (Glynn et al., 1992). Such a supportive role calls for expertise in working together with teachers, sharing knowledge and skills to support students with learning and behavioural difficulties (Brown et al., 2000).

The mandatory training provided RTLB with the skills to collaborate closely with their teaching colleagues to facilitate and coordinate changes in school systems and routines. They were also trained in consulting and collaborating with families, professionals and agencies outside the school (Walker et al., 2000). However effective and ongoing collaboration can be costly to schools for making available additional time and staff to release teachers to attend planning meetings. Successful collaboration with RTLB offers mainstream teachers specific knowledge of the child, an understanding of the educational implications of the disability, strategies and most of all, an opportunity for students with special needs to benefit and experience an inclusive environment (Loreman et al., 2005). However, "mentioning strategies are not enough because teachers must have clear examples of how strategies work for different types of students and how to orchestrate the whole" (Sindelar & Kilgore, 1995, p. 352).

Collaborative intervention is most successful when it is aimed collectively at the student, teacher and systems level. A focus only at the student level runs the risk of returning to a deficit model of intervention where the focus is only on factors within the student (Moore et al., 1999). The focus needs to change to include teaching strategies and approaches that are collaborative and inclusive (Comber & Kamler, 2004; Kavale, 2007).

Examples of popular, inclusive strategies and teaching methods employed to overcome learning difficulties within classrooms and schools include strategic teaching (Brown, 2002), reciprocal teaching (Westera & Moore, 1995), cooperative learning strategies (Johnson, Johnson & Smith, 1998) and peer tutoring programs (Brown et al., 1999; Topping, 1995). Examples of interventions to diminish behaviour difficulties include positive behavioural support, behaviour recovery (Roger & Johnson, 1994, 1999; Rogers, 2002, 2004; Rogers & Australian Council for Educational Research, 2003) and the Hikairo Principles (Macfarlane, 1997; Macfarlane, 2003, 2007).

In this final part of discussion I describe the learning and behavioural interventions that RTLB have been trained to use. I purposely avoided any critical discussion of these interventions for two reasons. The scope and parameters of this research does not allow for the additional amount of material critical discussions generate. Secondly I did not want to deviate from the main purpose of the research in acquiring the stories of the student participants.

2.1.3.1 Reciprocal Teaching

Reciprocal teaching (Alvermann & Phelps, 1998; Palincsar, 1986; Rosenshine & Meister, 1994) refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. There is a high degree of social interaction and collaboration in reciprocal teaching as students help their peers understand the meanings from the text (Greece Central School District, 2004). According to Rosenshine & Meister (1994),

reciprocal teaching allows for direct teaching of strategies, student practice of reading strategies, scaffolding of instruction and peer support for learning.

Reciprocal teaching begins with the teacher modeling the four comprehension strategies and as students become proficient with the process, the teacher gradually assumes a monitoring role. Students work independently at first by completing all four strategies in a graphic organizer (See Figure 3). In the next lesson small groups are formed to discuss their answers. During discussion the students include additional information to their sheets to get a more informed understanding of the text. During the lesson the teacher monitors and supports the discussions. The lesson normally ends with a class discussion where the students share what they learned or discovered as a result of their discussion.

Figure 3:

A Reciprocal Teaching Graphics Organiser (Greece Central School District, 2004)

Summarising	Questioning	Predicting	Connecting
<i>Beyond retelling what happens in the reading, identify what you think are the <u>three most important events/details</u> from the reading and <u>explain why they are important and how they are connected</u></i>	<i>Pose <u>at least three questions about the reading</u>; these could include questions that <u>address confusing parts</u> of the reading, or <u>thought questions</u> that the reading makes you wonder about.</i>	<i>Identify <u>at least three text-related predictions</u>; these predictions should be based on new developments in the reading and your predictions should help the group to <u>anticipate what will happen next</u>.</i>	<i>Make <u>at least three connections</u> between ideas or events in the reading to <u>your own experience, the world around you, or other works of literature</u>. Be prepared to explain these connections to your group.</i>

2.1.3.2 Cooperative Learning

The Cooperative Learning component of the study is based largely on the research of Roger and David Johnson (1989, 1999, and 2002) and the structures of cooperative

learning by Spencer Kagan (Kagan, 1994, 1995). There is general consensus that cooperative learning as a teaching method can and usually does result in positive student outcomes (Dotson, 2001; Johnson & Johnson, 1999, 2002). The aim of cooperative learning is to encourage teachers to produce cooperative classrooms by teaching cooperative skills such as “leadership, communication, decision making, trust building, and conflict resolution” (Johnson & Johnson, 2002, n.p). The Johnsons’ believe that “cooperative learning works to the benefit of students, teachers, schools, and communities because human beings learn more, flourish, and connect more when they’re cooperating and less when they’re competing or working in an isolated fashion” (Johnson & Johnson, 2002, n.p). This statement is supported by Sapon-Shevin (1994) who remarks that cooperative learning is a peer-centered pedagogy that promotes academic achievement and builds positive social relationships.

Cooperative learning is a teaching strategy in which small teams of students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Kagan (1994) emphasised that heterogeneous grouping is essential to cooperative learning and that it produces the greatest opportunities for peer tutoring, support and inclusion. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. The ultimate goal in cooperative learning is for students to work through an assignment until all group members successfully understand and complete it. Research shows that cooperative learning has many positive outcomes such as improving student's effort to achieve, increased on-task behaviour, improved understanding and remembering of subject matter, increased higher-level reasoning and improvement in both external motivation and intrinsic motivation (Johnson &

Johnson, 2000; Johnson & Johnson, 1999, 2002). Johnson & Johnson (2002) reinforced that the “ideal in cooperative learning is that they learn in a group and are able to perform it alone”(n.p).

Cooperative learning methods improve interpersonal relationships by getting students to work cooperatively. It is however, necessary that social skills needed for cooperative learning be taught prior to beginning any cooperative learning lessons (Nelson & Johnson, 1996; Prater, Bruhl & Serna, 1998). Working cooperatively creates a ripple effect in that the general tone of a classroom environment is improved because students “show increased self-esteem, self-efficacy, and confidence in the future and they tend to have a higher regard for school, for the subject they are studying, and for their teachers” (Johnson & Johnson, 2002, n.p).

According to Johnson & Johnson (2002, n.p), the five key components to a well planned cooperative learning situation are:

- Positive interdependence where each individual depends on and is accountable to the others in a group. There is a built-in incentive to help, accept help, and root for others.
- Individual accountability where each person in the group learns the material.
- Promotive interaction where group members help each other to share information, offer clarifying explanations.
- Social skills to promote leadership and communication.
- Group processing or evaluation where the group assesses how effectively they are working with one another.

Consistent use of cooperative learning strategies increases the opportunity “to engage students in active learning and motivate them to higher levels of achievement” (Johnson & Johnson, 2002, n.p). Cooperative learning is an enormously effective method for learning because it encourages students to receive and give support while learning to acknowledge each other’s point of view. The bottom line is that cooperative learning benefits all students and should be an integral part of any school system. Figure 4 shows a graphic representation of the outcomes of cooperation.

Figure 4: Outcomes of cooperation (Produced with permission from Johnson & Johnson, 2002, n.p)



The diagram shows that cooperative learning simultaneously models interdependence and provides students with the experiences they need to understand the nature of cooperation.

2.1.3.3. Peer Tutoring:

Peer tutoring is a teaching strategy where students, in a class, are paired together to assist one another during an academic task (Fulk & King, 2001). The students can be paired with similar ability but the strategy normally favours students who are usually

of differing ability. Peer tutoring is commonly used to teach reading, spelling and writing and is also referred to as paired reading, paired spelling and paired writing strategies. The paired writing strategy was modeled in the RTLB training.

Peer tutoring allows classroom teachers to deliver lessons in such a way that it allows them to cater for diverse needs within an inclusive and responsible social context. Research has shown that peer tutoring improves academic achievement, relationships with peers, personal and social development and increases motivation (Fuchs, Fuchs & Burish, 2000; Topping, 1995, 2001; Topping, Nixon, Sutherland & Yarrow, 2000). Peer tutoring allows students with learning difficulties an opportunity to participate as a tutor and improves their confidence and positive social interaction (Bos & Vaughn, 1998; Fulk & King, 2001; Pressley & Hughes, 2000). The teachers also benefit from using peer tutoring strategies by increasing an opportunity to individualize instruction, facilitate inclusion, monitor student performance individually and reduce inappropriate behaviors (Topping, 2001). Classroom learning environment are improved because students learn to respond appropriately socially and academically. There are also opportunities for immediate feedback, collaboration, increased student engagement and improved support for all students (Greenwood & Delquadri, 1995; Maheady, 2001; Topping, 2001).

The underlying theory is that positive peer interaction can have a positive impact on learning and achievement (Light & Littleton, 1999; Wentzel, 1999). However, for peer tutoring to be successful the students need to be trained in the instructional methods so that they can assist the learning. In most peer tutoring lessons, the teacher purposely assigns partners and models the peer tutoring processes for the tutor and tutee. The students then collect the tutoring material that the teacher has prepared and follows a

highly structured tutoring procedure. When students become effective tutors and tutees, their progress in learning is greater than those who are not given any instruction on how to work together (Fuchs et al., 1997), demonstrating the effectiveness of peer tutoring in facilitating progress in the general education curriculum (Cohen, E. G., 1998; Cohen, Kulik & Kulik, 1982).

The Paired Writing is a system for peer tutoring any genre of writing. Poor or beginning writers are most likely to have difficulties in ideas generation, text organization and meta-cognitive knowledge of the writing process (Englert & Raphael, 1988). Paired Writing specifically supports these aspects and is not just for 'poor writers' (Topping et al., 2000). Paired Writing has a set of guidelines that pairs follow when working together to generate a piece of writing. The aim is that the pair produces better quality writing together than they each would if working separately. The framework and the interaction between the pair are designed such that a higher proportion of time is actually spent 'on-task' thus reducing 'off task' behaviour to the minimum. There is also a great deal of feedback and cross-checking as what is written must make sense to both members of the pair. The system is designed to be supportive and eliminate the fear of failure (Topping, 1995).

The Paired Writing structure consists of six steps. The generation of ideas or mind mapping is the first step and involves the tutor stimulating the ideas. There are normally ten idea questions and as the writer responds verbally, the tutor makes a list of about ten words. The pair reviews the list and agrees on the order of the words. Step two consists of drafting the rough ideas from the words selected in step one. The ideas are put down in continuous prose without concern for spelling, punctuation or

grammatical perfection. The tutee considers the notes and dictates, sentence by sentence, what is to be communicated. If the tutee has difficulty in proceeding, the tutor gives support. The tutor and tutee read the draft out aloud in step three focusing on expression and punctuation. If the tutee reads a word incorrectly, the tutor immediately says that word correctly. In step four the pair edits the draft together, and the tutee considers, with the help of the tutor, whether improvements are necessary. The pair also corrects spelling and punctuation errors. The tutee, with the support of the tutor, has the opportunity to make additional changes to the draft. The 'best' version of the corrected draft is then published in step five and is considered as a joint product of the pair. Step six allows the pair to evaluate their effort and to congratulate each other as members of a successful team of two (Topping, 1995).

The skills obtained during the peer tutoring sessions can be transferred to new situations, including those when the tutee is writing alone.

2.1.3.4 The Instructional Environment System (TIES II)

TIES II (Ysseldyke & Christenson, 1993) is an assessment tool used to assess an environment when supporting students whose learning and behaviour challenges the class teacher. RTLB have been trained to use the TIES II assessment tool, as part of their data collection, during observations in a classroom. There is a newer edition of TIES II, titled Functional Assessment of Academic Behaviour (FAAB) and is described as a "system to assess learning, not the learner" (Ysseldyke & Christenson, 2002, p. 3). The ecological assessment-based approach examines not only the person but the environment and encourages collaboration. In the analysis of the class assessment, TIES II recognises the necessity to work collaboratively to meet the needs

of students with behavioural difficulties (Horner, 1999). TIES II was designed to assess the functioning of a student within a classroom environment by presenting an organised literature base about factors that contribute to high student academic performance (Furlong & Rosenblatt, 1998). The focus of the assessment is to assist teachers in designing learning environments which will include the capacity of students and teachers in the interactive process of learning.

The goal is to manage and understand difficult learning and behaviour within the school or classroom setting by providing a tailored and comprehensive skilled support (Gresham, Watson & Skinner, 2001). TIES II encourages interventions that are proactive in changing the environment to manage triggering events to minimise problem behaviour and to maximise rewards for appropriate behaviour (Carr et al., 1999). The interventions are based on positive behavior supports and promote socially acceptable behavior by providing instruction and feedback for improving behaviours while reinforcing appropriate student performance (Sugai, Horner, Dunlap & Hieneman, 2000).

TIES II allows RTLB to work in the classroom environment through a comprehensive approach involving intervention at the individual, class and system levels while ensuring a collaborative consultation model, by jointly planning for interventions.

Although TIES II is regularly used by the RTLB in the course of learning and behaviour work in schools, its use as a means of functional assessment is still being assessed in New Zealand. However, Furlong & Rosenblatt (1998) still see TIES II as a unique resource that provides educators with empirical research that identifies conditions in the classroom that enhance student performance.

2.1.3.5 A framework for supporting Maori Students – The Hikairo Rationale:

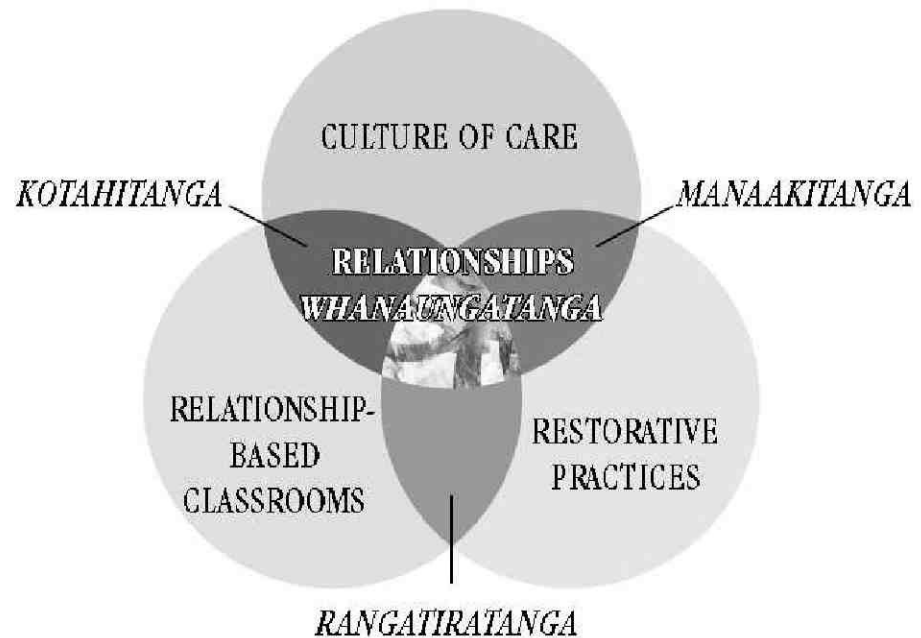
In keeping with the guiding principles of the Treaty of Waitangi for education and special education, the RTLB professional development programme included a major bicultural component that addressed all articles of the treaty that were relevant to education (Macfarlane, 2003). The Te Ao Maori components of the training programme aimed to increase RTLB knowledge and understanding of the Maori holistic worldview and to improve support for teachers of Maori students in schools (Brown et al., 2000).

The behaviour intervention programme that featured significantly in the professional development programme and has an important relevance to this research is the Hikairo Rationale (Macfarlane, 1997). This is a significant mention since none of the six participants in this research study are Maori, however Macfarlane (2003) affirms that the principles of the Hikairo Rationale "is appropriate for working with both Maori and non-Maori students and teachers, even though its guiding values, icons and metaphors come from within a Maori worldview" (p.230).

The Hikairo Rationale is an approach to working with students who are experiencing behavioural difficulties. The seven domains of the Hikairo Rationale overlap and interweave and each is characterised by concepts and principles that can be applied, firmly and democratically, through culturally-responsive teachings (Macfarlane, Glynn, Cavanagh & Bateman, 2007). This approach focuses on wholeness of body, mind, and spirit within the family, and draws on Durie's (1994) 'Whare Tapa Wha' model of holistic well-being (Macfarlane et al., 2007).

The Hikairo Rationale unabashedly promotes the role that culture plays in the lives of people, and the implications of that role for those working with Maori students and their whanau and is depicted in the diagram below (Macfarlane et al., 2007).

Figure 6: Creating culturally-safe schools for Maori students. (Macfarlane et. al., 2007)



Summary:

The role of RTLB was discussed in the context of the SE 2000 policy. The SE 2000 restructured the way resources and service provisions were distributed to learners with special education needs and changed the way schools managed special education resources. One such change was the introduction of Resource Teachers Learning and Behaviour (RTLB) positions in 1999. The RTLB service was a school-based resource network supporting schools to meet the needs of their students that had moderate learning or behaviour difficulties. The collaborative interventions focused on reciprocal

teaching, cooperative learning and peer tutoring (paired writing), TIES II and the Hikairo Rationale. There was also discussion on the challenges that secondary schools faced in the promotion of inclusive education. In the next part of this literature review I discuss two theories on boys learning and behaviour in schools.

2.2 What about the Boys?

National reports and international studies show that boys are over-represented in attaining lower achievement in reading and writing, disengagement with school, and lower qualification attainment (Creswell, Rowe & Withers, 2002; Education Review Office, 1999, 2008; Ministry of Education, 2007a). The perception is that the academic achievement of boys has steadily declined over the past decade (Hawkes, 2001; Noble, Brown & Murphy, 2001). The trend is similar for boys' behaviour at school. Boys seem to be having less positive experiences at school (Frank, Kehler, Lovell & Davison, 2003; Rowe & Rowe, 1999) and tend to be overrepresented in dropout rates, expulsions, truancy, vandalism and antisocial behaviour towards teachers and students (Biddulph, 1997; Maleté, 2007; Ministry of Education, 2007a).

Similar trends are observed in British schools (Francis & Skelton, 2005; Smith, 2007; Younger & Warrington, 2005), Welsh schools (Gorard & Rees, 1999), Australian schools (Rowe, 2000), North American schools (Marsh, Parada, Yeung & Healey, 2001) and Canadian Schools (Martino, 2008; Martino & Pallotta-Chiarolli, 2003). The available information shows that the scope of the boy crisis is part of a more disturbing social trend that is marginalizing boys and impeding their success (Geist & King, 2008). There has been an abundance of research and debate about the underlying cause for the crisis in boys' schooling experience (Epstein, Elwood, Hey & Maw, 1998).

However, researchers have difficulty providing definitive evidence on the causes of boys' underachievement but continue to present debatable discourses such as boys being the victims of masculinity, feminism and ineffective schools (Epstein et al., 1998). For the purpose of this research a discussion on masculinity and ineffective schools is included.

The discourse on masculinity emphasises traits and practices that society consider to be appropriately male (Law, Campbell & Schick, 1999) and must be considered in the schooling of boys. Masculinity must be considered in terms of the gender identity and that boys and girls are different, not that the one is better than the other (Geist & King, 2008; Gray, 2004). The male gender role refers to the set of behaviours generally found in men, as well as what most people consider being an ideal male (Clatterbaugh, 1997). The acceptance by some theorists that boys are different and behave differently is often grounded in the belief that such behaviours are naturally inherent (Gurian & Stevens, 2005; Noble, 2000), hardwired, and not the result of conditioning (Sommers, 2000). There is an assumption that the curriculum and teaching styles conflict with boys' natural tendencies and tended to excuse boys' under-performance in subjects that were considered female in nature (Cohen, 1998). Proponents of this construction of masculinity condemn schools that fail to adapt to the different educational needs of boys (Skelton, 2001). They believe that the failure to meet the needs of boys often result in frustration, classroom disruption, poor attitudes and academic failure (Gilbert & Gilbert, 1998; Mills, 2003; Pollack, 1998).

There are others who believe that masculinity is largely a social construction that influences the stereotypical behaviours of its members (Connell, 2003; Gilbert &

Gilbert, 1998; Mac an Ghaill, 1999; Martino & Berrill, 2003). The belief is that being exposed to a wider set of male roles and being assisted in tapping into the male energy ensures the development of the male identity and helps boys through difficult events in life (Biddulph, 1997; Gurian, 1998). The value that sports and sporting achievement holds in many schools overshadows academic achievements and produces a male dominant culture and social hierarchy (Gilbert & Gilbert, 1998; Martino & Pallotta-Chiarolli, 2003). Many boys value this traditionally masculine pursuit and view academic, creative and literacy achievement as being feminine (Martino, 2001). Similarly one could consider the tradition of drinking excessive amounts of beer in hegemonic masculinity as it is a popular social practice among New Zealand men (Law et al., 1999). Given the devastating effects of alcohol abuse among boys, as reported in the media, masculinity as a social construction can be perceived to be a major problem when it is repressive and damaging to boys (Keddie, 2003). Boys operating within these existing assumptions of masculinity and male stereotypes can be adversely affected because they can be directed to aggressive and competitive behaviours while adopting an indifferent attitude to academic work (Skelton, 2001).

Boys assume that academic success and compliance are female characteristics and therefore tend to have poor attitudes to their learning and to authority causing them to underachieve academically (Foster, Kimmel & Skelton, 2001). Hegemonic masculinity has somewhat 'normalised' physical aggression (Blackmore, 1997; Kenway & Fitzclarence, 1997; Mills, 2001) which is evident and reinforced in sport where boys learn the importance of physical strength and toughness in order to take control, tolerate pain and show competitive aggression. When the expression of physical aggression with a need to dominate, a sense of physical power and a tolerance of pain

is taken outside sports and into other aspects of society, this can make a potent combination which can lead to incidents of bullying, harassment and other aggressive misbehaviours in schools, making life difficult for peers, teachers and the school (Connell, 2000; Fitzclarence & Hickey, 2000; Martino & Pallotta-Chiarolli, 2003; Mills, 2001). It would seem that boys are exposed to a narrow interpretation of what it means to be male (Blackmore, 2000; Webb, 1997) and therefore choose the masculine expressions that best suit their contexts. By choosing masculine expressions such as not crying in public, most boys learn what it is to be a male (Keddie, 2003; Tinning, 2000) and learn to draw boundaries around those expressions of masculinity that are acceptable (Martino & Pallotta-Chiarolli, 2003; Mills, 2001; Webb, 1997; Wheeler, 1998). While many boys choose expressions that are socially acceptable and establish them as successful males (Hines, 2001; Mills, 2000), others choose expressions that give them the appearance of being hard and macho, as defined by their masculinity in order to survive in their education or social setting (Epstein et al., 1998; Epstein, Elwood, Hey & Maw, 2001) often to the detriment of their behaviour, academic achievement and school culture. As mentioned above, proponents of masculinity condemn schools that fail to adapt to the different educational needs of boys (Skelton, 2001). The proponents of the masculinity discourse see schools as being "feminized and feminizing" (Skelton, 2001, p.48) and are therefore contributing to boys failure. They believe that school environments are not suitable for boys because they do not address the needs of boys (Pollack, 1998). However, Francis and Skelton (2000) are adamant that "merely accommodating traditional masculinity in the classroom will not produce better educational or social outcomes for boys" (p. 129) but that boys produced higher attainment in schools where gender constructions were not singled out as the most important (Younger & Warrington, 2007).

It has also been argued profoundly that underachievement and poor behaviour in schools is due to the lack of male teachers, and teacher pedagogies which disfavour boys' natural inclinations and which is further exacerbated by the assumed absence of fathers and the prominence of single-mothers (Biddulph, 1997; House of Representatives, 2002). This has resulted in the introduction of the boy-friendly curriculum and more male teachers because men are considered to be better able to cater to the educational and social needs of boys (Martino & Frank, 2006). However some researchers feel that the call for more male teachers and boy-friendly curriculum approaches to improving boys' underachievement provides a very biased, sexist and restricted view of what it is to be masculine and contributes to the problem of stereotyping masculinity (Brozo, 2005; Martino & Blye, 2006; Skelton, 2001). They also argue that in secondary schools boys are failing under a male teacher as much as under female teachers. They do believe that teachers, regardless of the gender, who provide quality teaching, respect, fairness and the ability to listen make a positive difference to boys' achievement and behaviour (Slade & Trent, 2000). Students perform better when they are taught by well trained, strategically focused, energetic and enthusiastic teachers (Rowe, 2000). Dr. Judith Aitkin, an ERO spokesperson, cited in Roger (2000) quoted, "The only thing that's good for a young learner is a good teacher, and there isn't any evidence that can conclusively say that a male teacher would be better than a woman. A good man teacher teaches in the same way as a good woman teacher. They are actively involved with the individual child..." (p.37). Quality teachers are those who acknowledge the masculinity of boys and provide an education that is based on the strengths, interests and skills that boys bring with them to school or by tapping into their life world (Hartman, 2006; Kalantzis & Cope, 2003; Munns et al., 2006). Furthermore, boys' relationship with teachers are important to their academic

success (Rowe, 2000) and the quality of those relationships is determined by the type of learning environments the teachers provide in their classrooms and schools (Lillico, 2001; Younger et al., 2005). The preference is to include other measures such as providing boys with practical learning experiences, texts that boys can relate to, male friendly curriculum and single-sex classes (Lillico, 2001; Rowe, 2000; Younger et al., 2005). Some educationalists also suggest that excellent lesson planning and presentations, the use of cooperative learning strategies and the accommodation of the different learning styles will heighten boys' interest and their academic performance (Hawkes, 2001; Lillico, 2001; Rowe, 2000; Shores, 2002; West, 2002).

Summary:

The concern regarding the underachievement and poor behaviour of boys in schools has been well researched; however there is no single, conclusive explanation as to the cause of the boys' crisis. In this literature review I have examined two perspectives for the crisis. Firstly, in the discourse on masculinity and how it had shaped the stereotypes regarding what it is to be male, there is a distinct division in the explanation of masculinity. Some believe that the male behaviours are naturally inherent while others believe that masculinity is largely a social construction that influences the male, stereotypical behaviours. However both views agree that schools are ineffective in providing an appropriate education based on the needs of the boys. Secondly, a major critique of ineffective schools is the lack of male role models in schools. However many researchers argue against this assertion emphasizing that the gender of the teacher is irrelevant as long as the teacher provides quality teaching, respect, fairness and the ability to listen. Researchers have therefore advocated for excellent lesson planning and presentations, the use of cooperative learning strategies and the

accommodation of the different learning styles in order to heighten boys' interest and their academic performance. This literature review provides a suitable basis for the discussion that will emanate from the findings and analysis of the six participants' narratives.

2.3 A Narrative Inquiry:

This part of the chapter presents a review of the literature on narrative inquiry. As mentioned in the introduction, a narrative inquiry was chosen to allow for the stories of the participants to be told in their own voices. Their stories were reported in narrative form that it made sense to the reader thus encouraging reflexive practice. As Connelly & Clandinin (1990) aptly define narrative research designs as qualitative procedures where researchers “describe, collect and listen to stories about individuals’ lives, and then write narratives about their experiences” (p.2).

The Kotahitanga project (Bishop, Berryman, Tiakiwai & Richardson, 2003) clearly demonstrated that listening to children is of utmost importance to improve their life at school. Through the telling their stories “personal, cultural, and social change are possible” (Richardson, 1990, p.40). Children become valued and when the stories affect the people that listen to them as Mishler (1995) explained that “one of the significant ways through which individuals make sense of and give meaning to their experiences is to organise them in a narrative form” (p.115).

My commitment in this research is to tap into the experiences of the students and share their stories because we live, make sense of and shape our lives by the stories we tell (Polkinghorne, 1988; Gartner, Latham & Merritt, 1996). A narrative approach allowed

me to represent the data collected and to retell the stories of the six participants in a narrative format. As MacIntyre (1981) explains that, “narrative is appropriate for our understanding of the action of others. Stories are lived before they are told, except in the case of fiction”(p.197). Gartner, Latham & Merritt, (1996) add that “narratives have the power to clarify as well as to raise important epistemological and theoretical issues which need our constant attention” (n.p). Clandinin and Connelly (2000) suggest that “narrative inquiry is a way of understanding experience” and “is stories lived and told” (p.20).

It is common for researchers and scholars to use narrative as a framework for understanding the construction of knowledge in relation to lived experiences or storied lives (Clandinin & Connelly, 2000; Kamler, 1998). Narratives are also important for communicating with others, as they provide important information on the individual’s, identity and experiences (Clandinin & Connelly, 2000), thereby enabling people to find meaning and an understanding of the individual’s life (Beattie, 2000; Polkinghorne, 1988). It is through narratives that we can have some understanding of the world. Clandinin and Connelly (2000) encourage the use of narratives to understand experiences as Carter (1993) expressed that the richness of life can be explained through stories. Polkinghorne (1988) adds, that research builds on existing narratives to add “new meaning to the experiences of change, growth and professional development” (p.162). This explanation supports the aim of my research in trying to add meaning to the experiences of the students in the form of stories thereby capturing a personal dimension (Connelly and Clandinin, 1990).

Kamler (1988) also explains that “stories do not tell single truths, but rather represent a truth, a perspective, a particular way of seeing experience and naming it” (p. 3). Thus narrative inquiry is a process of collaboration involving mutual storytelling and restorying of the ways humans experience the world (Clandinin and Connelly, 2000). Although the stories are from the participants, researchers construct the participant's story and its meaning to tell the story (Mishler, 1986, 1995). Narrative inquiry is about collecting stories (Chase, 2005) and then exploring and ordering the experience into narrative form (Clandinin and Rosiek, 2007).

Narrative inquiry has been valued as a research tool for examining experiences and life stories and enables a researcher to analyse these stories by using themes or categories that emerge from the experiences or concerns (Beattie, 2000; Casey, 1995; Prosser, 2007). The complexity for narrative researchers, however, is that they become part of the process and share the construction of the narratives with the participants (Clandinin & Connelly, 2000) to create new collaborative stories but the story finally written on paper becomes the story as told by the researcher. The difficulty in writing narrative is in finding ways to portray the story being told. I chose to tell the stories in the first person. The narratives presented and analysed relied on the sole perception of the six participants, so I am mindful of the apparent subjectivity that I bring to the research as would another researcher listening to the same stories.

A challenge for me as researcher was to be able to represent and interpret the various stories and lay them open for readers to interpret. I approached this by narrating the stories separately from the analyses to allow the reader to formulate their own interpretations on them. I then provided my analyses of the stories by categorising the

findings into themes and sharing my own reflection, while still leaving the story open for alternative interpretation.

Summary:

In this part of the chapter I explained an understanding of narrative approaches to research and analysis. In its simplest definition narrative can be humbly referred to as story and storytelling (Carr, 1986). The narrative “is a way to understand the human experience, because it is the way humans understand their own lives”(Richardson, 1990, p.65). The next chapter discusses the method and procedures utilised in this research and the research method that inform them.

Chapter 3: Methodology:

Introduction:

This chapter details the method and processes involved in collecting data for this narrative research inquiry. The discussion will include the rationale for choosing interviews as the method to collect the data and the process for collating and analyzing the data. The research involved student participants in a school setting, so approval had to be sought from the University of Waikato Human Ethics Committee. The process and procedures that were followed in the application are also described in this chapter.

The idea for this research was discussed with my work colleagues, cluster management committee and thesis supervisor. There was support from all parties for me to undertake this research.

3.1. Obstacles, Ethical Approval and Considerations.

Following this decision, a University of Waikato Human Ethics Committee application was prepared and submitted. For this study to proceed, I had to conform to the ethical standards as defined by the School of Education's Human Research Ethics Committee. The ethical standards ensure that research is conducted in a way that respects the rights of people and minimises any risk of harm such as pain, emotional distress, embarrassment, and exploitation (University of Waikato, 2008).

The research had to have clear goals and objectives and needed justification for the study to proceed. The procedures needed to be stated for recruiting, involvement of the participants and the means of obtaining informed consent. The means for maintaining

confidentiality had to be stated and the sensitivity to social and cultural values had to be taken into account. I had to include procedures for handling information and materials produced in the course of the research, and had to indicate the precautions I took to safeguard the anonymity of the participants, the school and the RTLB cluster.

The application process was not an easy one and the ethics committee was steadfast in maintaining the standards and improving the application prior to acceptance. The committee's initial decision declared that the project was too vast and recommended that it be streamlined to be more focused. The recommendation to focus on a relatively small group of participants was a wise choice given the amount of data generated by this group of six participants. With the assistance of my thesis supervisor, at that time, the ethical application was finally approved.

As part of the ethical considerations, I sought the informed consent of all student participants by giving them an information letter to read and an informed consent form to read and sign if they agreed to participate. Furthermore, the parents/caregivers were informed about the research, and their consent to allow their children to participate was obtained. The participants were also assured of their right to decline to participate or to withdraw their participation at any time, and their data would not be used as part of the study. Each participant was asked to participate in a narrative interview and two follow-up sessions in order to conduct a robust narrative interview.

Preserving anonymity was significantly important in this inquiry. The participants have been given pseudonyms and neither the school nor the RTLB cluster is identified or

mentioned in this research thereby preserving the anonymity of all participants. The issue of ethics went beyond the application process.

I was aware of the dual role I played in this research inquiry. I was firstly an RTLB who had a professionally responsible role in the school community. Secondly I was a qualitative research interviewer in a trusting relationship with the participants (Josselson, 2007). My role as interviewer relied on the development of trust so that the participants were able to share personal details of their schooling experiences. My role as RTLB undertaking this research inquiry was about presenting the stories from the interviews to the public, making me well aware of the complexities of "researching private lives and placing accounts in a public arena"(Mauthner, Birch, Jessop & Miller, 2002, p. 1).

I therefore needed to carefully decide how to present the stories in the research without undermining the trust and rapport that the participants had given me. By collaborating with the participants regarding the content of their narratives, I was able to maintain the trust and rapport of the participants, while still presenting useful knowledge to the public (Josselson, 2007). Throughout the project, I was conscious of my role as a researcher as opposed to an RTLB at work.

3.2. Participant Selection:

Initially I looked for ten students from the one secondary school, aged between 13 and 18 years who were previously supported by the RTLB in the cluster, to participate in this research. The names of possible participants were obtained from the RTLB cluster's database which held the names of all students who had been on the RTLB roll

since 1999. I was able to filter the database for the names of the students who were expected to be attending the secondary school in 2008. The filtered list totalled 34 students across the year levels (Years 9 to 13) at the secondary school. I expected to choose fifteen students from this list of 34 possible participants, allowing me to select ten students to participate in the study, keeping the other five students' names in reserve in case one or more students were not able to participate. The only other prerequisite, apart from being on the RTLB roll at some time in the past, was that the participants had to be reasonably articulate and willing to participate in the interviews. The need for reasonably articulate participants ensured information rich cases for an in-depth study to examine meanings, interpretations and perceptions (Rice & Ezzy, 2000). It was also important for the participants to tell their own story without any bias that probing questions may have introduced during the interviews. However this did not occur because from the list of thirty four students only ten students still remained at school. There were eight boys and two girls.

Prior to commencing the research I met with the school administrator, in this case the deputy principal, responsible for pastoral care and special programs and obtained the necessary permission to undertake the research in the school. The administrator recommended that the two girls be excluded from participation because of their anxiety and difficulty to articulate. I met with the remaining eight boys and discussed the project with them. One boy did not want to participate but the other seven were keen to share their stories. This was the only time that the boys met as a group. It was obvious from the interaction during the meeting, that there were no friends within the group and that the students did not know each other very well, apart from seeing each other during the normal course of the school day. The choice of participants resolved two

important ethical considerations. Firstly, I had not worked with any of the participants in my role as RTLB and secondly, the possibility of the participants identifying each other in the final report was most unlikely.

When the final seven potential participants remained in the room, I answered questions about the research topic and my role as researcher, interviewer and RTLB, thus putting them at ease in terms of their participation. Information sheets (Appendix B) were provided to the participants and they were then given consent forms to read and sign. I discussed the contents of the consent form with each participant and obtained their written consent to participate. I then contacted the participants' parents, informed them of the intended research and obtained their permission. Both parents and students were reminded that their participation was voluntary and they had the right to withdraw at any time, with no repercussions.

Following the guidelines for conducting narrative research (Creswell, 2008; Kvale, 2007; Wengraf, 2001), each of the seven students were asked to tell the story of their experiences of participation in the RTLB services and of their experiences currently at school. Due to the school exams and summer holidays the data gathering period occurred between November 2008 and May 2009. Unfortunately during this period one of the participants left school and could not be contacted to complete the interview. However this did not affect the inquiry drastically because the remaining six participants provided sufficient information to maintain a robust research inquiry.

3.3. Interview process:

The interview is a commonly used methodological tool to collect data in a qualitative research inquiry (Denzin & Lincoln, 2000; Kvale, 1996; Kvale, 2007). Research interviewing can be defined as a guided conversation that aims to understand the perspectives, interpretations, and meanings given by interviewees to specific issues (Kvale, 1996; Kvale, 2007; Patton, 2002; Warren, 2002). An interview is practical yet powerful in attempting to understand the "world from the participants' point of view and to try to unfold the meaning of their experiences"(Kvale, 2007, p.xvii). The researcher is almost always an active participant, and there is the opportunity for collaboration and discussion throughout the process. Both the researcher and participant become part of the ongoing narrative record (Clandinin & Connelly, 2000). Since I wanted to listen to the stories of the participants the interview method suited my purpose.

Although, a research interview can be described as "an interchange of views between two persons conversing about a theme of mutual interest"(Kvale, 1996, p.2),it is still a conversation with a purpose, structure and varying degrees of control as defined by the researcher (Kvale, 1996). A great deal of qualitative material comes from talking with people whether it is through formal interviews or casual conversations. The main difference between the unstructured, semi-structured and structured interviews is the degree to which participants and/or interviewers have control over the process and content of the interviews (Fontana & Frey, 1998; Morse, 2002). When the interviewer has more control, the interview is more structured but when the participants have considerable control then the interviews can be described as unstructured, open-ended or narrative. The choice of a structured interview, a semi- structured interview or an

unstructured interview, is determined by the type and purpose of the research (Kvale, 1996, 2007; Wengraf, 2001, Clandinin & Clandinin, 2000).

For my inquiry the unstructured narrative interview was suitable since it allowed the participants more scope to control the direction of the interview while still allowing me to co-produce the story (Kvale, 2007). In the unstructured interviews the interviewer initiates the interview with an open ended question allowing the participant to engage in conversation (Moyle, 2002). The open ended question provides opportunities for participants to share their experience of the phenomena under study. Since I wanted to discover the participants' understanding of their experiences, it was essential to be empathetic, win their confidence, be unobtrusive and careful not to impose my own influence (Woods, 2006). Therefore, I required a casual, relaxed approach allowing the participants to be at ease with themselves making it easier to conduct the interviews in such a manner that allowed the narratives to emerge. The versatility of the unstructured interview approach allowed the participants to relax and talk freely while still allowing me some opportunity in shaping the narrative.

I was mindful of being prepared with a good plan and ability to improvise when going into the interview (Wengraf, 2001). This was particularly important in this research because I had no idea on the ability of the participants to verbalize or talk freely. After all, I was interviewing students who had 'special needs' since they received support from the RTLB. Narrative interviews recognise that people tell their stories of their lives from their perception. Then the stories are retold in narrative form from the perspective of the researcher. This is a subjective experience, where retelling and interpretations of the narratives can differ from researcher to researcher and is largely

dependent on the quality of the data obtained from the interviews with the participants (Kvale, 1996). My objective at the interviews was to obtain information that provided insight into the research questions that I had posed in chapter 1. I had these questions written on my notepad to remind me of the task at hand and I was able to elicit such information, casually, during the interviews. By being well prepared for the interviews, I was able to obtain quality data from the participants.

I arranged the interviews at a time convenient to the participants, making sure it did not interfere with their learning. The interviews were held in a venue that was least intrusive and ensured confidentiality. The participants were reminded of the voluntary nature of their participation and I obtained their permission to audio tape the interviews. Audio taping the interviews made it easier for verbatim transcription of the interview and allowed me to be more focused on the dialogue with the participants. I approached the interviews by having a general idea about the direction of the interview and had a collection of points that I used as prompts, when it became necessary. I purposely took precaution to avoid leading questions or suggesting outcomes but naturally attempted to engage with the participants on a person to person basis (Woods, 2006). All interviews commenced with general chit-chat, mostly about sports, video games and movies. This helped to establish rapport and encouraged the participants to talk. The interviews became more conversational and the flow was "guided but not dictated by open questions" (Clough & Nutbrown, 2002, p. 105). I consciously made an effort to ensure that the participants were comfortable physically and emotionally. I also listened attentively to what they were saying and conducted the interviews in such a manner that the interview direction was not influenced by me in any way.

Kvale (2007) states that "narrative interviews focus on the story the subjects tell, on the plot and structure of their accounts and that the stories may come up spontaneously during the interview or be elicited by the interviewer" (p.72). In other words, the narrative interview allows the interviewer to ask directly for stories or together with the participant, attempts to structure the different happenings and recounts into coherent stories (Kvale, 2007). In this research I utilised both options by first asking the participants to tell me about their life starting from where they were born. I then listened attentively to the participant's story-telling ensuring that the narrative was from the participant's perspective and not influenced by me. I listened intently, occasionally posing questions for clarification and assisted the participants to "continue telling the story" (Kvale, 2007, p72; Wengraf, 2000).

Each interview was scheduled for forty five minutes. However the initial interviews went longer in all instances. I was aware of exceeding the recommended time but I did not want to inhibit the flow of conversation and risk losing vital data and therefore allowed the lengthier sessions. The duration of each interview therefore depended on the enthusiasm and willingness of the participants to tell their story. The interviews consisted of open-ended questions and probes, whenever required. The participants were treated as the experts with the task of influencing "the interviewer's understanding of the phenomena of interest" (Josselson, 2007, p. 546). The participants put considerable thought into their answers. Overall, all participants were pleased with their contribution and felt that they were making an important contribution to my research.

The purpose of the interviews was to explore the subjective knowledge, opinions, and beliefs of the participants. The analysis of the data from the interviews allowed me to explore the participants' experiences from childhood to life at secondary school and to get the 'big picture' of what the participants were trying to say about the lives. The 'big picture' also included the experiences of the participants at school after RTLB support had ended. A goal in the analysis of the data was to show how individual statements from the participants were related to the 'big picture' and this was achieved by integrating the interview data into the topics and themes. All interviews were audio taped for transcription and analysis.

3.4. Analysis of Data:

There are many methods used to conduct a narrative analysis. However all methods place emphasis on structure or form to make the analysis systematic and understandable to the reader. Prior to submerging myself into analyzing the data collected from the six participants, I attempted to understand the interviews and familiarize myself with the data by reading through the transcriptions and listening to the recordings. I kept an open mind with each reading and was aware not to move too quickly to conclusions or incomplete understandings (Sandelowski, 1995). By reading the interview transcripts I extracted facts and storylines and by examining the facts and storylines, themes began to emerge (Sandelowski, 1995). The themes provided structure and direction for the way the stories of these six participants should be told (Riessman, 1993) but I was aware of Clandinin and Connelly's (2000) understanding that "the researcher has a dilemma of whether to present overall themes at the expense of richly textured, unique stories which honour participants' experiences" (p.142).

I attempted to provide equal balance between the emergent themes that were analysed and the rich stories that were told. After familiarizing myself with the transcripts I wrote a core narrative of each interview as a means of reducing the interview data to a skeleton plot so it could be seen and analysed more clearly (Riessman, 1993). The stories were linear in structure but included all relevant and important details of the interview. I centred the participant as the main voice and wrote in the first person to emphasize ownership of the story by the participant and to keep it free and separate from my own interpretation (Ely, 2007). I assumed that a first person story was more powerful than a third person account and that the way people narrate stories about themselves express who they are and how they fit into their culture (Engel, 1999; Wortham, 2001).

After I wrote each story I met with each participant, again, to reconstruct the stories, wherever necessary, through a process of collaboration. The reactions and input from the student participants were important to this process because I was telling their stories. The participants were pleased with the way the narrative unfolded.

I also considered a systematic way of managing and analyzing the data. I was aware that the challenge in working with qualitative interview data concerns the organisation of the data before analysis. The inconsistent organisation of the interview notes can be time consuming during analysis. Fortunately I was able to utilise computer assisted qualitative data analysis software (CAQDAS), found through an internet search, called Weft QDA v.2 (Fenton, 2008). Weft QDA is a software tool for the analysis of textual data such as interview transcripts, documents and field notes and was freely available for downloading as a programme (Fenton, 2006). The programme offered a generic set

of facilities for working with text documents, and it allowed for direct 'coding' and retrieving of text passages with different categories or themes, free annotations, text searching and complex queries (Fenton, 2006). It also allowed me to interactively create themes with an unlimited number of defined codes or themes that were present in the transcripts (Miles & Huberman, 1994). I was able to successfully manipulate the programme to systematically manage and analyse the data in this research inquiry.

I created transcripts from the tape recordings, and the total data set contained approximately seventy pages of text. The laborious task of coding manually was avoided by using the CAQDAS. I was able to mark, highlight and categorize directly from the transcripts. Key and dominant themes became apparent as I worked through each transcript and produced a summarized account (Clandinin & Connelly, 2000) of recurring themes for further analysis and discussion. The analysis and discussion of themes is in chapter 5.

Summary:

In this chapter I addressed the process and methods used to collect, present and analyse the data produced by the six participants. As indicated earlier it was a rigorous process to get the project off the ground but I was determined and worked unwaveringly to complete the project. This chapter discussed the selection of the participants and addressed the choice for using an unstructured interview technique. Finally I looked at the process of analyzing the data produced by the interviews and the structure of the ensuing narratives. In the next chapter I will present the six narratives.

Chapter 4: The Stories

INTRODUCTION

This chapter focuses on the stories of the participants. The written story captures the presence of the participants through their emotional tone and deliberate mannerisms. The stories are presented in a linear timeline and allow the reader to follow the life story as it was lived. I produced the narratives in the first person and kept the structure close to the way it was told during the interviews to allow the readers a “look” into the character of the narrators. The narratives were collaboratively constructed and authored by the six storytellers and me (Engel, 1999; Gergen, 2004). The commentary after each story places the storytellers and their stories within the context of the research and offers some clarification to the stories in relation to RTLB support.

4.1 Anthony’s Story: Year 11: (as told in November 2008)

I was born in Auckland and have lived in our current house for about 13 years now. I live with mum, dad, my brother and sister. We are a close family and I love them a lot.

I went to the local primary school and I remember in Years 3 and 4, I started having a real rough time understanding maths and spelling. I felt really embarrassed asking people how to spell simple words and always got really low scores. I didn’t want to try, because I didn’t want to feel like I got it wrong. In Year five I was referred to the RTLB who helped me quite a bit.

I did stuff with the RTLB that helped me with my memory and eye concentration, like really with peripheral vision. I did quite a bit of memory things, like memory card games and then she did spelling. She also came into the class and checked on how I was doing. So in Years five and six, I started to get better.

I also got help from a SPELD tutor for spelling and reading. I also went to an optometrist lady for a while. We did exercises for the eyes and stuff. Then I went to Kip McGrath and did more reading and memory and concentration stuff on the computer. My parents are really supportive, like my mom she kinda went through the same thing.

When I went to intermediate school, I got some help from my teachers and I went to the booster centre, to get help from the teacher assistants with tests and we worked in small groups for reading and maths. I started to get on really well there, like I got really good grades in my tests and my writing inquiries. From Year 7, I started to read a lot more, reading like novels and stuff which I'm still doing now; I'm like reading thick books and I'm really enjoying the books.

However, when I first came to the secondary school I pretty much failed all of the exams because I didn't really understand most of the work. It was a new learning curve for me and I just had to grasp it, but I just didn't really get onto it until Year 11.

I didn't really have many good teachers in Year nine, like I couldn't really understand one of my teachers because she was like from a different country, and I couldn't understand her accent. One teacher was really grouchy and I don't think that the

subject teachers knew that I had difficulties in primary and intermediate school. I did get some help from this one learning support class where instead of doing a language we did reading and stuff.

And then in Year 10, I got a reader-writer for my exams. Having a reader writer helped lots. I passed all my papers, except maths. I didn't get to finish the paper, because I struggled with some questions and stuff. I was, however, able to use the things that the RTLB taught like memory and all that, it helped me memorize all the equations and stuff.

In Year 11 I tried to tell a teacher that I had problems but she didn't really get it and I don't think she took it into account. There were only two teachers that really got it and gave me the best support. One teacher was really reassuring and he'd say, "You can do this, come on!" and "You know we've taught this before." And the other teacher would say, "you can do it just remember the main stuff when you do it." I don't think that my subject teachers knew that I had some learning difficulties. They didn't comprehend how hard it was for me to understand and do stuff. Instead of writing it out, I'd preferred to be given photocopies.

The one teacher knew that I had problems and he's pretty all right but he did not give me extra support or made things easier for me. It was however really nice when he gave me all this reassurance, like, "Oh you can do this, you know can do this..." However the other teacher sat with me and showed me how to do the work slowly, so that I understood it. I liked her subject a lot and although I found some of it hard to grasp but once I figured it out I was pretty good.

I also just got a writer in Year 11 because the psychologist, I went to, said that my reading had improved so much that I didn't need a reader any more. She mentioned it in her report and the Special Needs Coordinator said that the NZQA people would not issue me a reader because of the report. I preferred to have a reader instead of a writer because I sometimes jumble the words up. Although, it was all right, like how I improved my reading and stuff and it was ensuring but I don't like people writing for me because it feels like unnatural that others are writing my thoughts for me. I wished they listened to me though, because it is kinda annoying that I don't get to make the choice of what I particularly want.

[Anthony's eyes filled with tears...]

I am kinda emotional because I'm just really amazed at the past year and stuff and through all odds I've passed the year. I'm really happy that I have over 80 credits and it makes it just a bit easier for me to get Level 2. I'm probably going to stay until Year 12 only; school has never really been my forte. I always like being out of school and stuff. I don't really like the writing side of things. I normally like doing stuff with my hands; I'm a practical type of person. I want to become a chef, so I will probably keep on doing cooking. Yeah! Pretty much, I'll probably stay till Year 12 and then try to get an apprenticeship as a chef. School was pretty much hard at the start, but it got better and better and I learned to cope with it.

Researcher's Commentary:

Anthony is a 16 year old, Caucasian, male born in New Zealand. RTLB database records show that Anthony was referred to the RTLB service for learning difficulties in

Year 6 and that the support continued into intermediate school. He was on the RTLB roll for 9 months before the support ended. When I met him again this year he was positive about school and is looking forward to completing Year 12.

4.2. Jeff's Story: Year 9 (as told in November 2008)

I was born in New Zealand and have lived in our current house since I was 3 years old. It is just mum, dad and I, yeah, I am an only child but I am not a spoiled one. I hardly ever get lollies or anything but my mum always give me a healthy diet, lots of fruit and stuff. My parents are very good and supportive of me and they encourage me in all my interests. I have been playing the piano for about three years now and I am also very involved in sports; I swim about eight times a week. I swim in competitions and am ranked among one of the top swimmers in my age group. I also play soccer for the local club and do surf lifesaving at the local beach. That keeps me very busy and, although I have a few friends at swimming, I do not have time to have many friends. Actually I can't seem to make friends.

I remember I was always a little bit kind of awkward and used to have anger problems, when I was younger. I would throw a few tantrums and things like that.

I went to a Montessori pre-school. I went to the local primary school but I didn't like the school very much. The school didn't stretch *[extend academically]* me enough, everyone did the same stuff. The school did refer me to this lady *[reference to RTLB]* who tried to put me in one day school, for talented kids *[reference to the George Parkyn One Day School for the gifted]*. She also pulled me out of class, to see how things were going and tried to work on my learning. Yeah, I wasn't getting pushed enough and got bored with the work. But that kind of stopped because I was getting

better. I can't remember why she worked with me because I never had actual problems in school. I never bullied in school, it was just at home. I wasn't really that badly behaved in class, but I probably wasn't good. So I am still a bit unsure why I was referred to her.

However, half way through Year 5, I was sent to a private school that taught a lot of music stuff. I did make friends although my behavior wasn't that great at that school. I was there for about a year before being sent to a Montessori College in the city. The Montessori College worked for me really well and I was there for one and a half years before transferring to this college. I haven't made many friends in this school and I'm finding it quite difficult because a lot of people kind of don't accept me for who I am. I am kind of just very quiet and don't talk. People pick on me quite a bit in the playground. They call me names because they think that I am nerdy but I think they are jealous of my academic ability.

It is okay in class but we have this one absolutely terrible teacher who in the last topic didn't even explain to us how to do it, we just had to do it by reading some notes. When we've done little tests in class, it takes him weeks on end to give them back to us. We have these interactive boards that he never uses, he just writes down notes and stuff. That's all we ever do, it's so annoying.

I'm good at the extension work in Year nine, because I am actually in an accelerate class, so I do year ten work anyway. Academically I have no problems and I do have a couple of friends and there are a couple of teachers who I get on with quite well. There is one teacher that is really nice, and she's a good teacher. I sometimes talk to her about

how I feel. I will definitely finish Year 13, because I really want to go to university and would like to become a lawyer. I will be in Year ten next year, and I will try to take level one NCEA papers in Maths, English, probably History, and Sports Studies.

Researcher's Commentary:

Jeff is a 13 year old, Caucasian, male born in New Zealand. The RTLB database records showed that behaviour support for Jeff occurred over 10 months across Year 4 and Year 5. When I met with Jeff this year he spoke about friends he had made and that he was attempting NCEA, Level 1 papers, in Maths and English.

4.3. Henry's Story: Year 11: (as told in December 2008)

I was born in South Africa. My parents divorced when I was three, so I lived with my mother and older brother but I saw my father every second weekend. We lived in many different places because we moved a lot. We also moved to different schools a lot. I went to approximately 6 schools before moving to New Zealand. I was in grade 6 when I left South Africa.

We came to New Zealand in 2005. Moving was hard man, because we left all our family behind and it came as quite a shock. My mother left, South Africa, I think, because she was having a lot of personal issues. At first my dad wasn't very happy about it because he didn't want us to leave, but again he knew it was the best thing for us.

We came here in October, and I did not go to school for those three months. So I started coming to this school in 2006 and was placed in Year 9. I found it easy finding

friends, but to get along with people I wasn't friends with, was very difficult. I tend to stand my ground and it gets me into trouble a lot so I struggled a lot, again, with attitude. I butted heads with teachers quite a lot. Things got worse towards the end of the year. Yeah, it was the arguing. I tried not to be rude but when I got upset, I would say things and I would make smart comments and pick on them [teachers]. Then they'd respond, and then I'd respond and then it spirals and I get kicked out of class. Learning becomes so much harder, when you don't get along with your teacher. It got so bad that they moved me into another form class which was even more annoying because I didn't get on with anyone in that class.

My father always taught me to give respect to those who give it to you but my mother said that I have to earn respect, but I must give respect to my elders. My father tended to agree with me on a lot of things when I told him what happened but my mother taught me that whether I am right or wrong, I needed to show respect. I always struggled with that. That was conflicting and I was forced to make my own decision on what I thought was right. If I'm not doing anything wrong, I definitely don't expect to be disrespected and treated like I have done something wrong. Obviously, now thinking back, some of the time, I wasn't right.

Then I got referred to the RTL, I can't remember her surname though, but I went to her, not so much for getting sent out of class but for just not doing my work [referral to RTL- he did not know the title]. It was just because I wasn't doing my work and that's when they started to wonder maybe there was something wrong, maybe it's difficult for me, and they started doing a bunch of tests. You know, like getting my eyesight checked to see if I could read the stuff on the board. They were always

worried whether I was reading the stuff right or like if I could see properly. But, I kept saying, "It's got nothing to do with that, I just don't do the work because it's a happiness thing, it's not about inability to work." Yeah, I wasn't happy.

The RTLB would give me ideas on how to do the work, ideas about topics and tried to get me to do the work. My time with her was good because we started talking about things; not a lot about problems with the teachers but always about motivation and why I was not working- stuff like that. Yeah, it was very nice and it also made me feel like someone was concerned and listening to me. Anyhow, I found it quite useful. Yeah, in terms of school, things got worse towards the end of Year nine but in Year ten; they got better in terms of teachers. I got better, of course, I got sent out a lot, mathematics especially, because I was talking, always talking. I can't help it I've always been a very talkative person.

This year, in Year 11, I've gotten much better and I don't get into trouble in other classes. Of course I get spoken to because I'm not doing my work, and that's obviously my fault, I know when I'm acting around, I know when I'm talking too much, so I don't argue. I just get back to work. I have taken responsibility for all my actions and I have new teachers. Everything is just flying through man, cooking is going wonderful and I get along with my teacher. However, one subject is really bad, yeah man; I feel that the teacher is really unappreciative that I am actually trying to do well. I do have a very good teacher in one subject though. We never argue, of course she always tells me to concentrate, because I'm always talking to my friends behind me. She's just very good and she's actually the best teacher I've ever had in terms of teaching.

Yeah, I' m not in school to have fun, I' m here to get my credits and leave school. Originally I planned on going to university but I don't think I will make enough credits to do so. So I may try out for an apprenticeship in hospitality because I love cooking. I will remain in school next year because I have found that the teachers leave you to your own devices as you get older. They look and treat you differently and it gets a lot better because I have seen the way teachers treat the Year thirteen students. I feel the longer I' m here, the easier it will get. So I' m looking forward to Year twelve and I will do my best. As for myself, I need to work on my argumentative behaviour and the talking and I am sure that will make everyone happy *[laughs]*.

Researcher's Commentary

Henry is a 16 year old, Caucasian male who was born in South Africa but immigrated to New Zealand 2005. He found the transition to New Zealand quite difficult. He was placed in Year 9 instead of the Year 7 which was the equivalent of Grade 7 in South Africa. The RTLB database records show that Henry was on the roll for 10 months. The support continued into the Year 10. He remembered the RTLB by the first name but could not recall that she was an RTLB. Henry was sent out of class for inappropriate behaviour just before this interview.

When I met Henry again this year he was quite positive and indicated that he had not been sent out of class and is continuing to work on his attitude. He was confident that he will complete Year 12 and work towards an apprenticeship in hospitality.

4.4. Murray's Story: Year 10 (as told in December 2008)

I was born in South Africa. I have a brother and a sister. I started school in South Africa when I was seven and halfway through the same year, we decided to come to a safer country [*New Zealand*].

When we came to New Zealand I went to a local school and was put into Year 3 straight away. I then completed Year 4 and half of Year 5. Funny thing, in South Africa I was in Grade 1 but when I came here I went straight to Year 3 [*equivalent to grade 3 in South Africa*]. I missed out on two years and I really struggled to keep up with all of the other children, so my mom and dad moved me to another school. At the other school I got moved back a year, to Year 4, so that I could try to keep up with the other children in that year. After I did Year 4, I was sent back to Year 3. So I did Year 3 again and then went back to Year 4. Halfway through Year 4, I got moved straight to Year 6. I did not do Year 5. It was quite confusing, but I had extra help and kind of caught up with kids a little bit younger than my age group. I kind of coped though. I think by doing Years 3 and 4 again helped me catch up with my reading and maths.

Year 6 was quite difficult, because all the kids were the same age as me and I wasn't used to hanging out with older kids like the same age as me. So I was kind of like quite scared. And the work was a lot harder; we had to do a lot more writing, and I wasn't used to that. That's when I got extra help from the RTLB; I can't remember her name though. She did a lot of work with me and another kid and I got pulled out of class a lot. The RTLB would give us maths cards and we had to calculate the answer. If we didn't know, she would like show us and kept going over it. She also did reading with us. She also spoke to my parents and tried to show them how to help me at home.

Year 7 was the hardest on me I think because I really didn't do well. I didn't understand anything. My teacher couldn't speak English properly so I couldn't really understand her most of the time. The RTLB pulled me out and did reading with me and in class the teacher helped me with my writing, but not my reading, or anything like that. I was also teased and bullied because the students thought that I was dumb. So that was like the worst time of my life. Then in Year 8, it got a little better because I made friends and my Year 8 teacher gave me the support that I needed. I did not get any extra help.

When I came to the college I got help with reading in Year 9. I was pulled out of class and this lady [*reference to Supplementary Learning Support Teacher*] did some work with me. I was also on correspondence for English [*reference to Correspondence School*], but that didn't help me really because I was in a normal class, and all the kids were learning adjectives and all that stuff, and when I got out of that class, they put me on Correspondence work that was not the same as the class work. So when I got to Year 10 all the kids were learning new adjectives and adverbs but I didn't have the basic concept of the work they were doing. So yeah it was quite hard, so I had to try and catch up on what they were trying to learn.

This year I am doing the ASDAN programme [*ASDAN is a NZQA course provider that provides programmes and qualifications to develop key skills and life skills*] and I'm doing pretty well at it because I have finished Bronze, and now I'm on to Silver. And when I'm finished the programme it will give me twenty credits. It's a unit standard for NCEA credits. So all I have to do is finish a few reviews, and then I will have twenty credits for next year when I am in Year 11. As for my exams, there's a lot of writing

and I find it quite hard because I'm not really a writing person. I find it hard to focus and I get quite bored but I have a reader-writer and that has been helpful. It is easier for me to talk than write. I have improved quite a bit because like I'm actually getting the same marks as some other students in my class.

My parents also try to help me; my dad's tried to read and write with me, but he just gets too frustrated and walks out. My mom gives me quite a bit of support like, she'll read and write with me and do a bit of homework with me.

I reckon that from where I was to now, there's been a big, big improvement in my work. I couldn't even read and write at all but right now I am capable of reading and checking the book and stuff. I have also got my learner license and I managed reading and answering the questions. However, I would still like to have the same reading ability as other kids that are my age. I think I might just stay in school until Year 12 and then I'm going to become a chef and during my free time I will hang out with my friends at the skate park.

Researcher's Commentary:

Murray is a 16 year old, Caucasian male who was born in South Africa. The family immigrated to New Zealand when he was 7 years old and had just started Year 1 at school. When he arrived in New Zealand he was immediately placed in a Year 3 class meaning he missed out on two years of schooling under the New Zealand System.

Murray's recount of his early years were fairly accurate as RTLB records show that he was referred to the service in Year 4 and that the support continued into intermediate school. The support ended towards the latter half of Year 7. The records also showed

that Murray repeated Year 3 and that in the last term of Year 5 he was transitioned to a Year 6 class so that he could move on to intermediate school with his chronological peers. Murray did not do a full year in Year 6. Murray also remembered working with the RTLB although he did not know the name but gave fairly good details of their interactions.

4.5. Sam's Story - Year 11 (as told in April 2009)

I live with my parents and my 19 year old brother, I also have two older sisters but they have moved out of the house. I am the youngest in the family. We have only lived in two houses so far and I attended the local schools. I have great parents who are not strict.

I don't remember much about me but I do know that I listened to a lot of music and watched a lot of television. My school years were pretty average and I stuck with the same friends pretty much. Year 4 was probably my difficult year because I started learning new types of maths and stuff and that was really weird. I do remember going out of class to a maths group with a teacher aide.

I think it was in 2001 when I got into playing drums and have been into music ever since. In Year 8, I got into a couple bands and took drumming lessons at school. My music teacher really influenced me with music and stuff. Yeah, I also joined the concert band and we got to travel to another city to play. Yeah, it was really cool and my music teacher got me into very different types of music.

I just got really into the experimental side of music and I started listening to a whole lot of different things. I also did the school talent show and did this drumming thing, and a lot of people like remember me for that. I met a lot of new people from that and I got offered to join my friend's band. My two years at intermediate school were crazy with music. Back then I never really got into big trouble and the work was pretty easy.

Year 9 was a whole different experience. My music wasn't encouraged at school, so I kept doing my music at home. I didn't really have a life then because I was into computers and all that and I sometimes took days off school because I was sick from being on the computer too much. I can't remember my results in Year 9; I have a pretty short memory. I was never a behaviour problem and no one really told me that I was doing bad work. However, towards the end of that year, I met this girl and she kind of changed my life. I spent less time on the computer and started hanging out more.

Last year was a bit different because I started hanging out a lot more, going out with friends and stuff and I was a lot more social. I made a lot more friends, way more, and had a lot more friends than I had before. And my music was still going pretty well. I don't know how to write music yet but I can listen to a song, hum it and play the chords on the different instruments. It comes natural to me. That was also when we had a new music teacher in school and I started my music again in school. I don't think I passed Year 10, I can't remember. This year I am doing Music Studies, Media Studies and Art. I think I handed in all my work so far, although I have had a few after school detentions for not completing schoolwork, I think. My parents didn't really care that I had after school detentions and stuff. They aren't strict about it and they know that I'm trying my best.

I do want to leave school as soon as possible, but it's when I pass my level one and then I just see my future in music and stuff. I will be sixteen this year and I want to join a music school; but I am not sure what one. I'll definitely leave school in Year 12.

Researcher's Commentary:

Sam is a 15 year old, Caucasian male who was born in New Zealand. He could not recall much about his academic performance or getting help from an RTLB. RTLB records showed that Sam was referred to the service for learning difficulties in Year 9 and received support through to the end of the first term when he was in Year 10. He received 8 months support from the RTLB. Sam dismissed any talk about academic work quickly but spoke at length about his music.

4.6. Greg's Story: Year 13 (as told in April 2009)

There are five people in my family, mum, dad, two sisters and myself. Both my parents have good jobs although I am not sure about mum – she's a teacher [*giggles*]. As far as I can remember we have always lived in Auckland.

I have been to two primary schools but I preferred the second one because I had a lot of friends. I really can't remember much about the first school because I went to the sick bay a lot. I really didn't like that school very much. My new school was okay although most of my class reports have been average. I didn't really enjoy school that much and like I fell behind a lot. I was quite lazy with my work and stuff. I got nominated to do the 'boys in school' program [*a social skills programme for boys*]. So instead of doing maths and stuff; we would go and like build models before lunch. Yeah that was quite fun and there were like eight boys in the group and the teacher that took us was a cool dude.

My parents pushed me to get on with my homework kind of thing which I used to complete when I could, and usually it wasn't that complicated when I did it. Sometimes I had to ask them for help. I had a teacher aide to help me through to Year 6. The work became much easier when you have a teacher aide. I had to work in small groups because of my behaviour, I think. The teachers would say, "Greg is not focused in class" and I would get sent out of class sometimes for disrupting. The problems continued at intermediate school.

I really didn't like one Year 7 teacher because he just gave me ridiculous amounts of detentions for just like disruption or talking or something. I was quite cheeky and I just didn't get on well with the teacher. When the teacher would say something, I would make the class crack up or something. But, then I got a teacher aide [*referring to the RTL*], I think that's because my mom asked for one. She must have found out about the detentions. Yeah, I had a teacher's aide in Year 7, who came in and gave me tests sometimes to see how I was doing, stuff like that. I did not get any teacher aide in Year 8. It kind of stopped at the beginning of Year 8 because I think by that stage I was like not that far behind [*schoolwork*] that I needed one.

I quite enjoyed going to Year 9 because I had quite a nice class. I didn't find the work that hard because it went up like a tiny bit of a level. I don't think I did that well at the end of the year with those mock exams, but it wasn't that terrible. I think I was all right with my behaviour too because I can't remember being kicked out of class. But then in Year 10, I was kind of bad again. It was bad because I got sent out quite a few times and I got referred to the detention room where I just sat and did some work.

However I think I managed to pass my exams at the end of the year. I had this teacher in Year 11 who was strict but made learning fun. In all the years at school I think that she was my favorite teacher because she made it real fun. I liked her being strict because I knew I couldn't get away with anything in her class. At the same time if I did say something that was amusing, she didn't go 'nato' [*crazy and angry*] about it. She'd be all right and find it funny. I knew where to draw the line with her; I knew when it wasn't a good time to tell a joke.

I enjoy making people laugh; if I can get a laugh then that's good. I don't think that it's weird; it's just a comedian thing. Unfortunately the teachers got annoyed with how disruptive I was. Most kids found me funny, even the smart people didn't mind it, because it wasn't like for the whole lesson. However it is all right this year, I toned it down a lot and am focused. I am doing Drama and Cuisine, which is like cooking and stuff.

The take on school is that to get through you almost like don't set your benchmark too high, just high enough so that you can get through. That's what it's like in NCEA [*reference to National Certificates of Educational Achievement*]; you like do all the work throughout the year to get through (see New Zealand Qualifications Authority). I passed Level 1 in Maths and Level 2 in English and therefore got my university entrance for both.

I like to have time for being funny in class, but I also knew when it was time to think about what I was up to and stuff, like I kept that in the back of my head that I needed to pass this assessment and stuff. I knew I needed to actually take down notes because I

would need them later on. Right now some days are fun but then other days it's just boring. But I just sit like everyone.

I have done really well in chef extension, a programme I got put into this year and I got gold in a regional cooking competition. So now we get to go to the nationals and I'll see how well I do in that. My teacher might be putting me up for a scholarship in cooking and that will be cool but I really like doing stand-up comedy. However I think that if I didn't get as much help as I did, I might have like left school but once I got past level one, I figured that I might as well do the rest of it since I have come too far to turn back. Next year though I might join the police *[snickers]*.

Researcher's Commentary:

Greg is a 17 year old, Caucasian male who was born in New Zealand. Greg was referred to the RTLB service for behaviour support. The RTLB records show Greg being on the roll a total of 8 months across Years 7 and 8. Greg referred to the RTLB as a "teacher-aide".

Summary:

In this chapter I have told the stories as I heard them at the interviews. I also included a commentary so that the stories were placed within the context of this research to prepare the readers for the themes that I will discuss in the next chapter.

Chapter 5: Discussion of Themes

Introduction

Themes provide structure and direction for the way the stories are told (Riessman, 1993) and is often used in analyzing narratives where the primary interest is a phenomenon shared by a group of participants (Lieblich, Tuval-Mashiach, & Zilber, 1998). In this chapter I examine themes, but being aware not to diminish the "richly textured, unique stories which honour participants' experiences" (Clandinin and Connelly, 2000, p. 142). The themes available for analysis included family, culture/ethnicity, effective/ineffective teachers, knowing the RTLB, bullying, specific learning difficulties/dyslexia, indifference of boys/teachers, school curriculum and transition. Any attempt to discuss and analyse all these themes may be quite exhaustive. Therefore, I have chosen four themes that I felt were the most relevant to this research inquiry. I am aware that another researcher or reader may have chosen differently.

5.1 Family Dynamics:

The family is an important factor in raising positive, well balanced children with parental support and guidance being equally important in maintaining this positive balance (Rodney, Tachia & Rodney, 1999). Family stability, cohesion and positive relationships between children and parents provide better chances for children to meet the challenges of school and society (Rodney et al., 1999). This is especially important for students who have learning and behavioural difficulties because they require the extra support to manage their difficulties.

In this research inquiry four of the six participants fell into this category. The four participants Anthony, Jeff, Murray and Greg spoke fondly of their parents.

- Anthony: We are a close family and I love them a lot (p. 56).
My parents are really supportive (p. 57).
- Jeff: My parents are very good and supportive of me and they encourage me in all my interests (p. 60).
- Murray: My mom gives me quite a bit of support like, she'll read and write with me and do a bit of homework with me (p. 68).
- Greg: My parents pushed me to get on with my homework kind of thing which I used to complete when I could, and usually it wasn't that complicated when I did it (p. 71).

Anthony was quite emotional during his interview because he realised how much he had achieved and was grateful for the different programmes he accessed through his parents' support. Although Jeff's difficult behaviours were a concern, his parents redirected his "energy" into sports and other interests which seemed to have helped Jeff settle down at school. It must have been time consuming for his parents to get Jeff to his different activities and this dedication supports the assertion that family support and guidance (Rodney et al., 1999) is an important factor in bringing up a well balanced child. Murray seemed to have had the most difficulties in school but is now in Year 11 and has settled into school. The support from Greg's family had been positive because of all the students eligible for participation in this research, Greg was the only student to have reached Year 13. However one cannot conclude that Greg's success was solely the support he received from home because other factors such as intrinsic motivation, maturity, school and RTLB need to be considered.

The opposing aspect of family stability and support is that family adversity (Shaw & Bell, 1993), parental support and parenting styles (Clarizio, 1997; Jozefowicz-Simbeni,

2008) are some factors that predispose children to poor school performance and inappropriate behaviours. Generally children from stable families have a stronger sense of well-being and better manage their school experience than children from single parent families, especially where separation has occurred (Amato & Keith, 1991; Hoffmann, 2002, 2006). Researchers have also indicated that family structures that are not stable hinder child development and encourage school dropout rate (McLanahan & Sandefur, 1994; Painter & Levine, 2000). However some caution must be noted with regards to this assertion as it can be construed as a totalizing and essentialising description of these children because not all children where families are not stable or intact have difficulties or are school dropouts.

Henry was probably the only participant that continued to have behaviour difficulties at school. His parents were separated and he acknowledged behaviour difficulties throughout his schooling. The move to New Zealand was more difficult for Henry since he had to deal with not seeing his father again. He also experienced his mother separating from his stepfather. An important influence on the well being of a child in single parent families is the parent-child relations (Jozefowicz-Simbeni, 2008; Videon, 2002) and the presence of the father role model (Rodney et al., 1999). Henry did not have the opportunity to draw on positive support from his father. Henry remembered his father for his advice on giving “respect to those who give it to you” and that “my father tended to agree with me on a lot of things when I told him what happened...” Henry tended to follow his father’s advice much to his detriment. It could therefore be argued that the well being of boys is dependent on the quality of the role model and not just the presence of the father. Having a strong supportive single parent (Jozefowicz-

Simbeni, 2008; Videon, 2002), be it a mother, is as important as the presence of a good father role model (Biddulph, 1997; Rodney et al., 1999).

A statement made by Jozefowicz- Simbeni (2008) that, "single parents in general may be less likely or able to monitor their early adolescent's behaviour which can lead to deviant behaviour" (p.53) suggests that poor monitoring is exclusive to a single parent family. This is misleading because even in stable families, inattentive poor parental monitoring and permissive parenting are related to poor school attitudes and performance (Barnes, Hoffman, Welte, Farrell & Dintcheff, 2006). It matters more that there is good, open communication between parent and child in order to prevent or reduce poor school attitudes and performance (Hoffmann, 2006). Sam, for example, is from an intact family with "great parents who are not strict." The assertion is that his parents are very relaxed in their monitoring of his school performance which can account for his poor performance in school and his absenteeism. According to the literature on family dynamics and the discussion that prevailed, one could surmise that Anthony, Jeff and Greg have the best chances to meet the challenges of school and society.

5.2 Cultural/ Ethnic Dynamics:

The theme on cultural/ethnicity dynamics makes this research different in that the focus of ethnicity has shifted from Maori to Caucasian students' academic and behaviour difficulties. In New Zealand, Maori and Pacific Island groups featured frequently in statistics regarding poor academic achievement and the national focus had been to improve this disproportionate trend (see Bishop, 1996; Bishop, Berryman, Tiakiwai & Richardson, 2003; Hohepa, Jenkins, Mane, Sherman-Godinet & Toi, 2004;

Macfarlane, Glynn, Cavanagh & Bateman, 2007). This research inquiry acknowledges and respects the importance of ongoing support for Maori but given the geographical setting where this research was undertaken Caucasian students have come under discussion. Nevertheless this research suggests that learning and behaviour occur across cultures with the students reporting the same difficulties and needs in their learning. The six participants in this research are Caucasian, of which, four were born in New Zealand and two in South Africa.

RTLb annual reporting statistics for this cluster showed that from 2000 to 2009 approximately 600 students had received support. This total was made up of approximately 425(70%) New Zealand Caucasian, 78 (13%) South African (White) and 42 (7%) Maori students. There were also 55 (9%) students who were Asian, Indian, Pasifika and Other European students. These figures are a rough estimate only as the numbers included students who were rolled over across years. However it still gives a fair trend of the high number of New Zealand Caucasian and South African students that were referred to the RTLb service. As far as I am aware this trend is unique to this cluster and therefore justifies the selected sample of participants.

This research showed some similarities between the stories of these Caucasian students and the stories of the Maori students in the Te Kotahitanga project (Bishop et al., 2003). For example in the Te Kotahitanga research the students acknowledged the importance of family support:

Having your family and friends to support you... 'cause they've all been through school and stuff and have good jobs and I want to be like that. I don't wanna be the only one that doesn't go through and stuff (p. 46).

The participants in this research inquiry also acknowledged parental support (See 5.1 above). The students in the Te Kotahitanga perceptions of effective teachers were:

Something that helps students get along is having a good teacher like a teacher that you respect and get along well with.

Like in a teacher/student relationship. You like and respect them and they like and respect you (p. 49).

Henry remarked about a teacher he had:

I have a very good teacher, we never argue, of course she always tells me to concentrate, because I'm always talking to my friends behind me. But she's just very good. She's actually the best teacher I've ever had in terms of teaching (p. 64).

The Maori students' comments on ineffective teachers:

She teaches us and she talks for ages, like she talks and talks, and if you don't get something and ask her to go over it again and she goes all nutty. She says I have already said what you have to do now and if you didn't hear me then you just sit there. (p. 51)

And Henry remarked:

Everything is just flying through man, cooking is going wonderful and I get along with my teacher, however, one subject is really bad, yeah man, I feel that the teacher is really unappreciative that I am actually trying to do well. (p. 64)

Although there are numerous differences between cultures/ethnicities, both researches highlighted that the participants, Maori and Caucasian, speak with a unified voice with regards to parental support and student- teacher relationships. Effective relationships is the key and affirmed Macfarlane's (2003) suggestion,

" that the principles of the Hikairo Rationale is appropriate for working with both Maori and non-Maori students and teachers, even though its

guiding values, icons and metaphors come from within a Maori worldview" (p. 230).

Differences do exist even within the same racial groups as in Caucasian families there are "distinct values and attitudes related to schoolwork and use different socialization patterns to encourage or discourage academic performance" (Schmid, 2001, p. 28). This is observed in the two South African participants whose stories are affected by their migration to New Zealand and the age they migrated (Fass, 2005). Henry moved to New Zealand at a much older age than Murray who arrived in New Zealand at age 7 and with very little school experience. The impact of immigration was different for Henry, at the secondary school, than Murray at the primary school.

The impact on Murray can be directly linked to immigration. The South African Education system differs to New Zealand's system. The South African Schools Act of 1996 (SASA), made schooling compulsory for all learners aged seven, entering Grade 1, to age fifteen, completing Grade 9 (Department of Education South Africa, 1996). However, the Department of Education's Policy Guide allowed children to be admitted, if parents choose, to school at 5 years turning 6 by June 30 in the year of admission for Grade 1 (Department of Education South Africa, 2009). Unfortunately Murray was born after June and was only eligible to enroll in the year he turned 7 years old. In New Zealand a child enrolls at school on their 5th birthday and is usually in Year 3 when they turn 7 years old. This explains Murray not being ready for Year 3 and the confusion that ensued.

Although Henry was also placed in a higher year level, having left South Africa in Grade 6, he had school experience and was able to fit into the education system easier

and make friends. It was therefore difficult to determine the impact of immigration on Henry because his difficult behaviours and unhappiness compounded the issue.

However, the impact of immigration on South African students entering the New Zealand Education system requires further research. Questions that need addressing are: How are South African students assessed for placement in NZ schools? If the placements are based on social promotion, that is, assessed by age only then what supports are there for these students?

5.3 Effective / Ineffective Teachers

The literature on this theme was covered in detail in chapter 2, 'What about the boys?' This discussion examines the students' stories in respect to that literature.

Researchers who argue against the proposal of employing male teachers for male students also assert that in secondary schools boys are failing under a male teacher as much as under female teachers (Brozo, 2005; Martino & Frank, 2006; Skelton, 2001). The participants in this research share their thoughts on ineffective male and female teachers.

Anthony: I didn't really have many good teachers in Year nine, like I couldn't really understand one of my teachers because she was like from a different country, and I couldn't understand her accent. One teacher was really grouchy (p. 57).

Jeff: It is okay in class but we have this one absolutely terrible teacher who in the last topic we did, didn't even explain to us how to do it, we just had to do it by reading some notes. When we've done little tests in class, it takes him weeks on end to give them back to us.

We have these interactive boards that he never uses, he just writes down notes and stuff. That's all we ever do, it's so annoying (p. 61).

Many researchers believe that teachers, regardless of the gender, who provide quality teaching, respect, fairness and the ability to listen make a positive difference to boys' achievement and behaviour (Slade & Trent, 2000). This research supports this assertion and the participants were able to identify teachers they thought were very good.

The participants' experiences with good female teachers:

Henry: Maths is very good, I have a very good teacher, we never argue, of course she always tells me to concentrate, because I'm always talking to my friends behind me. She's just very good and she's actually the best teacher I've ever had in terms of teaching (p. 64).

Greg: In all the years at school I think that she was my favorite English teacher because she made it real fun. I liked her being strict because I knew I couldn't get away with anything in her class. At the same time if I did say something that was amusing, she didn't go 'nato' [*crazy and angry*] about it. She'd be all right and find it funny. I knew where to draw the line with her; I knew when it wasn't a good time to tell a joke (p. 72).

The participants' comments on good male teachers:

Sam: My music teacher like really influenced me with music and stuff. Yeah, I also joined the concert band and we got to travel to another city to play. Yeah, it was really cool and my music teacher got me into very different types of music (p. 69).

Greg: I got nominated to do the 'boys in school' program [*a social skills programme for boys*]. So instead of doing maths and stuff; like one lesson a week we would go and like build models before lunch. Yeah that was quite fun and there were like eight boys in the group and the teacher that took us was a cool dude (p. 71).

The effective male teachers were those who taught practical subjects like music and social skills while the effective female teachers were teachers of mainstream subjects like English and Maths. However three participants showed an interest in cooking, a practical subject taken by a female teacher, suggesting that the gender of the teacher was not a major influence on boys' education. What mattered was the effectiveness of the teacher. Overall the boys spoke of more female teachers who were effective than male teachers but one cannot conclude from that there are more effective female teachers than male teachers as there are other variables to consider such as number of male and female teachers in a school. The examples of effective male teachers affirm the arguments of researchers like Lillico (2001) and Younger et al. (2005) who advocate other measures such as providing boys with practical learning experiences and that being exposed to a wider set of male roles and being assisted in tapping into the male energy ensures the development of the male identity and helps boys through difficult events in life (Biddulph, 1997; Gurian, 1998).

Anthony spoke about a male teacher whom he thought gave him very good support:

The one teacher knew that I had problems and he's pretty all right but he did not give me extra support or made things easier for me. It was however really nice when he gave me all this reassurance, like, "Oh you can do this, you know can do this..." (p. 58)

Anthony felt supported by the verbal encouragement of this teacher which Rowe (2000) reinforced that the relationships boys have with teachers are important to their academic achievement. However the quality of the relationship is determined by the learning environment that includes the use of cooperative learning strategies and the accommodation of the different learning styles to heighten boys' interest and their academic performance (Hawkes, 2001; Lillico, 2001; Rowe, 2000; Shores, 2002; West,

2002). Anthony's statement suggests that the verbal encouragement was not accompanied by teaching strategies, such as peer tutoring and cooperative learning, to accommodate his learning styles. The RTLB have been trained to help teachers implement interventions such as peer tutoring, reciprocal teaching and cooperative learning strategies (refer to Collaborative Interventions, p. 21). Unfortunately the RTLB were no longer supporting Anthony and therefore could not assist his teacher to implement any of these strategies.

5.4 Knowing the RTLB

This theme has implications for the RTLB working in the cluster where this research was undertaken as well other clusters nationally. This research has not examined or evaluated any of the interventions that the RTLB implemented but ascertained from the participants' stories the impact that the RTLB had on them long after the support had ended. The stories provide information on whether the students were able to remember the RTLB who worked with them and also recall what was done with them. This reiterates the participants' voices, both in the Te Kotahitanga and this research, that meaningful relationships and support are the key ingredients to their well being at school. This is also reinforced in the first domain of the Haikaro Rationale (Macfarlane, 2007)

Huakina mai (opening doorways) – The establishment of meaningful relationships with students by creating positive expectations for student behaviour through modelling, shared experiences, and making connections in a proactive way (p. 68).

The participants had varied recollections of the RTLB:

Anthony: In Year five I was referred to the RTLB who helped me quite a bit (p. 56).

- Henry: Then I got referred to the RTLB, I can't remember her surname though, but I went to her, not so much for getting sent out of class but for just not doing my work [*referral to RTLB- he did not know the title*] (p. 63).
- Murray: And the work was a lot harder; we had to do a lot more writing, and I wasn't used to that. That's when I got extra help from the RTLB; I can't remember her name though (p. 66).
- Jeff: The school did refer me to this lady [*reference to RTLB*] who tried to put me in one day school, for talented kids (p. 60).
- Greg: But, then I got a teacher aide [*referring to the RTLB*], I think that's because my mom asked for one (p. 72).

Sam was the only one who had no recollection of working with an RTLB. Only Anthony and Murray knew that they received support from an RTLB, although they could not remember the name. Henry remembered the name but did not know that she was an RTLB. Both Jeff and Greg knew that they were referred to someone but did not know the name or the title.

It could be argued that given a great length of time had passed and that RTLB are expected to work more with teachers than the students, therefore not remembering the RTLB was acceptable. However, it is only when there is a partnership of collaboration amongst teachers, students and RTLB that inclusive education will be successful (Timmons, 2006). Students are an important part of the collaboration process and there should be sufficient contact between RTLB and students to build meaningful relationships and make proactive connections to achieve positive outcomes for the students (Macfarlane, 2003, 2007). Anthony, Henry and Murray were able to give good detail of their interaction with the RTLB. All three acknowledged that the support was helpful and that it had implications for the current school experiences.

Anthony: I did stuff with the RTLB that helped me with my memory and eye concentration, like really with peripheral vision. I did quite a bit of memory things, like memory card games and then she did spelling. She also came into the class and checked on how I was doing. So in Years five and six, I started to get better (p. 56).

Henry: My time with the RTLB was good because we started talking about things; not a lot about problems with the teachers but always about motivation and why I was not working- stuff like that. Yeah, it was very nice and it also made me feel like someone was concerned and listening to me. Anyhow, I found it quite useful (p. 64).

Murray: She did a lot of work with me and another kid and I got pulled out of class a lot. The RTLB would give us maths cards and we had to calculate the answer. If we didn't know, she would like show us and kept going over it. She also did reading with us. She also spoke to my parents and tried to show them how to help me at home (p. 66).

Sam and Greg could not recall their interactions with the RTLB. Although RTLB work consultatively with the teachers there is provision for the RTLB work with individual students and groups of students (Ministry of Education, 2001a). The short period of time that RTLB work with students is crucial in establishing meaningful relationships and providing positive expectations for the students (Macfarlane, 2007). In order for collaborative consultation to occur students should also be involved in the process. Some of the participants have shared their concern that decisions were made about them without their input.

Anthony: ...and the Special Needs Coordinator said that the NZQA people would not issue me a reader because of the report. I preferred to have a reader instead of a writer because I sometimes jumble the words up (p. 59).

Henry: But, I kept saying, it's got nothing to do with that, I just don't do the work because it's a happiness thing, it's not about inability to work. Yeah, I wasn't happy (p. 63).

These two examples demonstrate that the participants knew of their difficulties and had the ability to contribute constructively to their interventions had they been included.

Summary:

In this chapter I looked at four themes that emanated from the stories. In family dynamics I examined the importance of family stability and support and how they affected the participants. The cultural/ethnic dynamics theme examined similarities between the Caucasian participants and the Maori participants of the Te Kotahitanga project. It also showed how participants in both inquiries hoped for good parental support, effective teaching practices and meaningful relationships. The theme also covered the impact of immigration on the South African participants and showed the differences between the two school systems and how they affected new students to New Zealand. The theme on effective/ ineffective teachers provided examples and supported much of the literature from chapter two. This research supported the many researchers who believe that teachers, regardless of the gender, who provide quality teaching, respect, fairness and the ability to listen, make a positive difference to boys' achievement and behaviour (Slade & Trent, 2000). While some participants knew that they received support from the RTLB, they could not remember the title or what support they received. The impact of RTLB support was greatest on those who remembered quite clearly the RTLB and the support they received. In the next chapter I will answer the research questions that were posed in chapter one.

Chapter 6 Research Questions and Implications

In this study I examined the experiences of students, previously involved with the RTLB, in their school and how their lives had shaped after RTLB support had ended. Overall, the research presented a positive outlook for the participants despite their difficulties and experiences of school. Three factors stood out in explaining the generally high degree of success in helping these participants cope with school. Family dynamics, effective teachers and knowing the RTLB contributed greatly to the development and maintenance of support to keep these participants in school. The participants' resilience and the combination of support they received at school were important contributors to this optimistic outlook. However the incongruence between the education systems of South Africa and New Zealand was an inhibiting factor to the success of some participants. These factors were discussed in detail in the previous chapter.

In this chapter I provide some insight into the 'big picture'(see p.53) that emerged from the analysis of the themes. The 'big picture' is discussed in response to the four research questions that directed the purpose of this study. In addition possible questions for further discussion or research are suggested to consolidate the 'big picture'.

6.1 What were the experiences of the participants who received support from the RTLB while at primary, intermediate or secondary school?

All participants acknowledged having either learning or behaviour difficulties prior to RTLB involvement although Sam was the least vocal about his learning difficulties and stood out from the rest as being the least interested in the academic part of school. His most exciting experience of school was when he started drumming lessons and

belonged to the school band. When his music was not encouraged at secondary school he frequently stayed home to play on the computer or listen to music. He began to show an interest in school again when he took Music studies in Year 10.

Both Anthony and Murray experienced learning difficulties very early in school. Anthony realized that he had learning problems when he was in Years 3 and 4 because he had great difficulty learning maths and spelling. He experienced embarrassment because he could not spell simple words and had low scores on tests. He felt helpless and was reluctant to attempt work. Murray struggled academically in all his classes because of the misunderstanding and mismatch between the New Zealand and South African education systems. He was moved back and forth between classes in an effort to meet his learning needs. However, both acknowledged that the extra support they received had a major influence on their learning.

Murray experienced incidents of bullying because of his learning difficulties. He shared this experience with Jeff who was bullied because of his academic abilities and social behaviour. Jeff found it difficult to make friends but success in his academic work allowed him to ignore the difficult bullying he continued to experience even at secondary school.

Both Henry and Greg experienced difficulties in school because of their disruptive behaviours. Henry realised that his poor attitude to authority and disruptive behaviour was not acceptable in class and was sent out of class often which had a detrimental effect on his academic work. Greg's disruptive behaviours resulted in him being sent out of class and he received detentions. However Greg was able to minimise his

unacceptable behaviours and he managed to make it to Year 13, unlike Henry, who continued to be sent out of class for poor behaviour.

6.2 What were their current experiences of school life?

All six participants reported that their current experiences of school were positive despite continuing to have some difficulties. Anthony, Jeff, Murray and Greg were positive about their achievements at school. Anthony has made great improvement in his reading and has writing support for his exams. Murray is doing a special programme that has boosted his self confidence and is coping well with his current school programme. Greg is focused on completing Year 13 and has minimised his disruptive behaviours.

Greg: I like to have time for being funny in class, but I also knew when it was time to think about what I was up to and stuff, like I kept that in the back of my head that I needed to pass this assessment and stuff. I knew I needed to actually take down notes because I would need them later on. Right now some days are fun but then other days it's just boring. But I just sit like everyone (p. 73).

Jeff continues to excel in his academic work but still has some difficulties interacting socially. Sam is also more positive about school and is quite involved in his Music Studies. Henry continues to have some minor behaviour difficulties at school but has not been excluded from any classes this current year.

6.3 What is it about boys and school?

The participants in this research had some qualities specific to this study. They were boys; they were Caucasian; they experienced moderate learning or behavioural difficulties at school; they received RTLB support in the past and they are currently

still at school. All participants also hope to complete Year 12, with Greg currently completing Year 13.

The participants acknowledged that they had difficulties at school, but with support and perseverance they have coped with challenges of school life. All participants except Sam had accurately described their difficulties and RTLB records show that they were referred for the difficulties they described. This research suggests that, by acknowledging their difficulties, the participants were more willing to accept support for their difficulties. Even Henry and Greg have attempted to minimize their difficult behaviours so that they could progress through school.

Sam was the only one who was indifferent to any academic support he received and could not remember having any academic difficulties. His life revolved around his music and showed most interest in school when his musical interests were encouraged. In Year 9 when he was unable to pursue music his interest in school waned. Some theorists would suggest that Sam's behaviour is typically male, and that the school's failure to change and adapt to his educational needs (Skelton, 2001), resulted in academic underachievement (Gilbert & Gilbert, 1998; Mills, 2003; Pollack, 1998). Others would argue that Sam's indifference to school was a narrow interpretation of what it meant to be male (Blackmore, 2000; Webb, 1997) much to the detriment of his academic achievement.

Despite the difficulties the students have endured through their schooling life they were realistic about their current experiences at school and optimistic about their future when they leave school. Both Jeff and Greg were most optimistic about completing

Year 13. Jeff was also keen to pursue a degree in law. It seemed that Anthony, Henry and Murray will leave school after Year 12, but are hoping to embark on apprenticeships. Greg had a few options that include being a chef, a stand up comedian or a policeman. Only Sam is eager to leave school when he turns sixteen and wants to get into the music industry but is unsure how to go about it.

However all participants have shown resilience to the challenges of school life. Both Jeff and Murray have experienced bullying but were able to stand strong and focus on their school. School and RTLB support seemed to have had the greatest impact on Anthony and Murray who despite their learning difficulties have gained NCEA credits and are hopeful of completing NCEA, Level 2.

6.4 Were there any new implications or recommendations available to support/extend the work of the RTLB in this cluster?

This research presents a positive outlook for the participants despite their difficulties and experiences of school. Much of this positive outlook can be attributed to their resilience and a combination of support they received at school and home. While the RTLB had been perceived in a positive manner from those who remembered them well, there are implications for the RTLB working in this cluster as well as other clusters.

6.4.1 RTLB should develop more meaningful relationships with the students they are supporting.

This research showed that most participants had a limited awareness or recognition of the RTLB. The research also reiterated that meaningful relationships and support are

important in maintaining the well being of students at school. The research therefore implies that RTLB should develop proactive connections and meaningful relationships with the student by getting to know the students better and by making them aware of the purpose of RTLB involvement. By knowing the RTLB students are encouraged to respond positively to interventions and support.

6.4.2 RTLB should involve the students in the decision making process wherever possible.

RTLB are required to work collaboratively and consultatively to meet the needs of students referred for support. This research indicated that consultations with the participants were minimal and that in some instances the students' voices were not given consideration. The research implies that RTLB should involve the students in the problem solving and intervention processes such as Individual Education or Behaviour Plans. This supports other researchers that suggest the need for students to be actively involved in their IEP meetings allowing students to demonstrate goal setting, planning, self evaluation and self advocacy skills (Martin et al., 2006).

6.4.3 Future research could investigate a system for ensuring ongoing support for students supported by the RTLB.

This research was limited in its sample size because many of the prospective participants were early school leavers and suggests that future research could investigate a system to provide ongoing support for the students at risk. Ongoing support allows schools to maintain interventions provided by the RTLB. The effectiveness of the interventions can then be measured as Church (2003) reported that the most appropriate way to measure the effectiveness of interventions "is to measure

intervention outcomes for several years following completion of the initial intervention” (p.11). Ongoing support also allows for effective student transitions between schools and that information is passed on to the right person. In most schools this would be the Special Education Needs Coordinator (SENCO). The absence of information sharing or effective transition was evident in Anthony’s experience with a teacher that gave verbal encouragement (refer to p. 84). Had there been some form of ongoing RTLB support or proper sharing of information, Anthony’s teacher may have been better prepared to meet his needs. RTLB have the skills to enable teachers to implement interventions such as reciprocal teaching, peer tutoring and cooperative learning for the benefit of students with learning difficulties (refer to Collaborative Interventions, p. 21).

6.4.4 RTLB should be aware of immigrant students and their readiness for the New Zealand Education System.

South African students feature disproportionately on the roll of the RTLB in this cluster. This research showed how the South African education system differed from the New Zealand education system. It also provided examples of the impact these differences had on students with learning and behaviour difficulties. The research implies that RTLB need to be aware of these differences and to support school and students appropriately. This awareness is appropriate for all immigrant children.

6.4.5 Future research could investigate a process to place immigrant children correctly in the New Zealand school system

This research provided two examples of how students from South Africa were affected by the different Education Systems. This is a very small sample and the findings of this research cannot be generalized nationally. This research suggests that future research

could investigate a process to place immigrant children correctly in the New Zealand school system. This is an investigation beyond the scope of RTLB work.

Summary

In this chapter I provided some insight into the four research questions that directed the purpose of this study. I have also discussed possible implications for the RTLB and suggested possible questions for further discussion or research. In the next chapter I discuss the limitations of this research and provide a conclusion to the study.

Chapter 7 Limitations and Conclusion

7.1 Limitations

The findings and implications of this research were discussed in the context of the limitations that prevailed. The small and exclusive sample size made this a relatively small-scale research that produced findings and implications that could not be generalised to other RTLB clusters. The number of available participants was limited to this sample because most of the students were no longer in school. This research did however generate further questions that could be investigated by other RTLB clusters or a larger research project.

This research was restricted to the stories of Caucasian students only. If students of other ethnicities, especially Maori, were available to participate in this research, the analysis may have provided an opportunity to explore the differences of the different cultures within this cluster. The participation of Maori students may have made the comparison to the Te Kotahitanga research more implicit.

The findings regarding the differences between the education systems of South Africa and New Zealand are limited in generating any theories because the data was obtained from only two participants. However this is an important piece of available evidence to initiate a much larger research in this new area of concern.

This research was initially limited by time due to delays in obtaining ethical approval and a change in the research supervisor. The actual data collection started in November and had to be recommenced in the New Year because of school exams, holidays and

the departure of the second supervisor from the University. Fortunately I was able to overcome this small drawback and complete the study as expected.

7.2 Conclusion

This research inquiry was driven by a search for answers on the impact that RTLB made on the students with whom they worked. Was there a lasting positive impression? Have we really made a difference? How were the students coping with school after we had ended our support? In this research I sought answers by obtaining the perspectives of six participants, from one New Zealand secondary school, and who had previously received support from a Resource Teacher Learning and Behaviour (RTLB). The research examined the experiences of the participants in their school and how their lives had shaped after RTLB support had ended. This study captured the participants' voices through narratives and told of their experiences with the RTLB, their school and what made sense in their lives. This research induced reflection, themes and questions for further discussion or research.

For my research, a narrative approach was chosen as the methodology because it allowed the stories of the students to be told in their own voices. The principles of a narrative guided the construction, presentation and application of the interviews. The interviews were informally conducted and all six participants appreciated having their voices heard. The data collected from the interviews were transcribed and formed the narratives in this inquiry. I also discussed how a narrative framework informed the research approach and how it fitted with the purpose and the context of this inquiry.

The role of RTLB in the context of the Special Education 2000 policy was discussed. Attention was given to the promotion of the inclusive paradigm and the implementation of popular collaborative interventions that the mandatory professional development programme provided for RTLB. Promoting inclusive education in secondary schools was a challenging task often hindered by highly structured timetabling and organisational constraints. Since the participants were boys, this research looked at discourse on masculinity and how it shaped the stereotypes regarding what it was to be male. Some researchers believe that the male behaviours are naturally inherent (Gurian & Stevens, 2005; Noble, 2000), while others believe that masculinity is largely a social construction (Connell, 2003; Gilbert & Gilbert, 1998; Mac an Ghail, 1999; Martino & Berrill, 2003) that influenced the male, stereotypical behaviours. However, both views agreed that schools were ineffective in providing an appropriate education based on the needs of the boys and the lack of male role models in schools. There were other researchers who argued against this assertion and emphasized that the gender of the teacher is irrelevant so long as the teacher provided quality teaching, respect, fairness and the ability to listen (Brozo, 2005; Martino, Wayne & Frank, Blye, 2006; Skelton, 2001). The findings in this research supported this argument when the participants differentiated between effective and ineffective teachers. The gender of the teachers was not an issue. The participants advocated for excellent lesson presentations and the accommodation of their learning styles to increase their interest and academic performance.

There was also discussion on the methods and procedures used in this research and the research theory that informed them. The methodology was based on the theoretical framework of narrative inquiry and drew on the interview method for data collection.

Details regarding the collection of data, participant selection, ethical issues, the interview process and the method used to analyse the data was discussed. The stories of the participants were shared and this was followed by a discussion of themes that emanated from the stories.

The family is an important factor in rearing positive, well balanced children. Family stability and positive relationships provided better chances for children to meet the challenges of school while family adversity and poor monitoring usually predisposed children to poor school performance and inappropriate behaviours. The racial/ethnic dynamics theme examined similarities between the Caucasian participants and the Maori participants of the Te Kotahitanga project. The theme also covered the impact of immigration on the South African participants and showed the differences between the two school systems and how they affected new students to New Zealand. The theme on effective/ ineffective teachers provided examples and supported much of the literature. While some participants knew that they received support from the RTLB, they could not remember the title or what support they received. The impact of RTLB support was greatest on those who remembered quite clearly the RTLB and the support they received.

Finally, the four research questions that directed the purpose of this study was discussed. All participants acknowledged having either learning or behaviour difficulties prior to RTLB involvement. Some students were embarrassed by their difficulties. Some were the victims of bullying and there were some who were indifferent or oblivious to their difficulty. However all seemed to have responded positively to support which was evident in their current experiences of school. All six

participants reported that their current experiences of school were positive despite having continued difficulties. The participants were also optimistic that they will complete Year 12 and possibly Year 13, with most opting to pursue apprenticeships on leaving school.

The research presented a positive outlook for the participants despite their difficulties and experiences of school. Their resilience and the combination of support they received at school were important contributors to this optimism and the analysis of the narratives provided the RTLB in this cluster with some implications to support or extend their work. The implications included the development of proactive connections and meaningful relationships with the students. This was possible by getting to know them better and by making them aware of the purpose of RTLB involvement. The students could also be included in the problem solving and intervention processes. This research also recommended that future research could investigate a system to monitor progress of students who received RTLB support. The research also recommended that future research could investigate a process to place immigrant children correctly in the New Zealand school system.

A personal reflection on this small but enlightening research inquiry was that from the six voices of experience arose narratives that offered readers rich and interesting insights into the lives of students and in some small way may influence their work with children. If this is achieved then one could truly say that the voices of the children are truly being heard.

References:

- Ainscow, M. (1999). *Understanding the development of inclusive schools*. London: Falmer Press.
- Ainscow, M. (2005). *The next big challenge: Inclusive school improvement*. Paper presented at the Conference of School Effectiveness and Improvement, Barcelona, January 2005.
- Allodi, M. W. (2002). Children's Experiences of School: narratives of Swedish children with and without learning difficulties. *Scandinavian Journal of Educational Research*, 46(2), 181 - 205.
- Alvermann, D. E., & Phelps, S. F. (1998). *Content reading and literacy: Succeeding in today's diverse classrooms* (2nd ed.). Boston: Allyn & Bacon.
- Amato, P. R., & Keith, B. (1991). Parental divorce and adult well-being: A meta-analysis. *Journal of Marriage and the Family*, 53, 43-58.
- Barnes, G. M., Hoffman, J. H., Welte, J. W., Farrell, M. P., & Dintcheff, B. A. (2006). Effects of parental monitoring and peer deviance on substance use and delinquency. *Journal of Marriage and the Family*, 68, 1084-1104.
- Bauer, A., & Brown, G. (2001). *Adolescents and INCLUSION: Transforming secondary schools*. Baltimore: Paul H. Brookes.
- Beattie, M. (2000). Narratives of professional learning: Becoming a teacher and learning to teach. *Journal of Educational Enquiry*, 1(2), 1-22.
- Biddulph, S. (1997). *Raising Boys*. Sydney: Finch.
- Bishop, R. (1996). *Collaborative Research Stories: Whakawhangaungatanga*. Palmerston North: Dunmore Press.
- Bishop, R. (1997). Interviewing as collaborative storying. *Educational Research and Perspectives*, 24(1), 28-47.
- Bishop, R., Berryman, M., Tiakiwai, S., & Richardson, C. (2003). *Te Kotahitanga : the experiences of year 9 and 10 Maori students in mainstream classrooms : report to the Ministry of Education* (R. Bishop, Trans.). Wellington, N.Z.: Ministry of Education.
- Blackmore, J. (1997). Disciplining feminism: a look at gender-equity struggles in higher education. In L. Roman & L. Eyre (Eds.), *Dangerous Territories: Struggles for Difference and Equality*, (pp. 75-98). New York: Routledge.

- Blackmore, J. (2000). 'Restructuring relations' between the state, family, work and education in globalising economies *Australian Educational Researcher*, 27(3), 17-35.
- Brown, D. F. (2002). *Preparing for inclusive education through effective teaching*. Unpublished Thesis .PhD, University of Waikato, Hamilton.
- Brown, D., Jones, E., Manins, E., & Thomson, C. (1999). The Development of Resource teachers in New Zealand: A quarter century of paradigm change *New Zealand annual review of education*, 9(23), 23-42.
- Brown, D., Thomson, C., Anderson, A., Moore, D. W., Walker, J., Glynn, T., et al. (2000). Resource teachers learning and behaviour : an ecological approach to special education. *Australasian Journal of Special Education*, 24(1), 5-20.
- Brozo, W. G. (2005). Gender and reading literacy. *Reading Today*, 22(4), 18.
- Bunch, G., Finnegan, K., Humphries, C., Doré, R., & Doré, L. (2005). *Finding a way through the maze: Crucial terms used in education provision for Canadians with Disabilities*. Toronto, ON, Canada: The Marsha Forest Centre.
- Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., Magito-McLaughlin, D., McAtee, M. L., et al. (1999). *Positive behavior support as an approach for dealing with problem behavior in people with developmental disabilities: A research synthesis*: American Association on Mental Retardation Monograph Series.
- Carrington, S., & Elkins, J. (2002). Comparison of a traditional and an inclusive secondary school culture. *Inclusive Education*, 6, 1 -16.
- Carter, K. (1993). The Place of Story in the Study of Teaching and Teacher Education. *Educational Researcher*, 22(1), 5-18.
- Casey, K. (1995). The New Narrative Research in Education. *Review of Research in Education*, 21, 211-253.
- Chase, S. (2005). Narrative Inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 651-679). Thousand Oaks: Sage.
- Church, J. (2003). *The definition, diagnosis and treatment of children and youth with severe behaviour difficulties: a review of research*. Wellington N.Z.: Ministry of Education.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco, CA: Jossey-Bass

- Clandinin, D. J., & Rosiek, J. (2007). Mapping a Landscape of Narrative Inquiry: borderland spaces and tensions. In D. J. Clandinin (Ed.), *Handbook of Narrative Inquiry* (pp. 35-75). Thousand Oaks: Sage.
- Clark, C., Dyson, A., Millward, A., & Robson, S. (1999). Inclusive education and schools organisations. *International Journal of Inclusive Education*, 3(1), 37-51.
- Clatterbaugh, K. (1997). *Contemporary perspectives on masculinity: men, women, and politics in modern society* (2 ed.). Boulder: Westview Press Inc.
- Clough, P., & Nutbrown, C. (2002). *A Student's Guide to Methodology*. London: Sage Publications Ltd.
- Cohen, E. G. (1998). Making cooperative learning equitable. *Educational Leadership*, 56, 18-22.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York: Routledge.
- Cohen, M. (1998). A habit of healthy idleness: boys' underachievement in historical perspective. In D. Epstein, J. Elwood, V. Hey & J. Maw (Eds.), *Failing boys: issues in gender and achievement*. Buckingham: Open University Press.
- Cohen, P. A., Kulik, J. A., & Kulik, C. C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19(2), 237-248.
- Cole, B. A. (2004). *Mother-teachers: insights into inclusion* London: David Fulton.
- Cole, B. A. (2005). Mission impossible? Special educational needs, inclusion and the re-conceptualization of the role of the SENCO in England and Wales. *European Journal of Special Needs Education*, 20(3), 287 - 307.
- Comber, B., & Kamler, B. (2004). Getting out of deficit: Pedagogies of reconnection. 15,294-310. *Teaching Education*, 15, 294 - 310.
- Connell, R. (2000). *The Men and the Boys*. Cambridge: Polity Press.
- Connell, R. W. (2003). *The role of men and boys in achieving gender equality*. Brazil: United Nations.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2-14.
- Corbett, J., & Slee, R. (2000). *An international conversation on inclusive education*. In F. Armstrong, D. Armstrong, and L. Barton (Eds.), *Inclusive education: policy, contexts and comparative perspectives*. London: David Fulton Publishers.

- Creswell, J. W. (2008). *Educational research : planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
- Creswell, J., Rowe, K., & Withers, G. (2002). *Boys in school and society* Camberwell, VIC: Australian Council for Educational Research.
- Curtin, C. (2001). Eliciting children's voices in qualitative research. *The American Journal of Occupational Therapy*, 55(3), 295-302.
- Denzin, N., & Lincoln, Y. (2000). *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
- Deppeler, J., Loreman, T., & Sharma, U. (2005). Improving inclusive practices in secondary schools : moving from specialist support to supporting learning communities. *Australasian Journal of Special Education*, 29(2), 117-127.
- DiMartino, J., Clarke, J., & Lachat, M. (2002). Creating student-centered high schools. *Principal Leadership*, 2(5), 44-50.
- Dotson, J. M. (2001). Cooperative Learning Structures Can Increase Student Achievement: Culminating Project *Kagan Online Magazine* (Winter 2001).
- Durie, M. (1994). Whare Tapa Wha Model Retrieved 02/03, 2009, from <http://www.teiho.org/MaoriHealthPerspectives/TirohangaMaoriByMasonDurie.aspx>
- Education Review Office. (1999). *The Achievement of Boys*. Wellington, NZ: Education Review Office.
- Education Review Office. (2004). *Evaluation of the resource teacher: learning and behaviour service*. Wellington, N.Z.: Education Review Office.
- Education Review Office. (2008). *Boys Education: Good Practice in Secondary Schools*. Wellington, NZ: Education Review Office.
- Eisner, E. W. (1991). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. New York: Macmillan Publishing Company.
- Ely, M. (2007). In-forming re-presentations. In D. J. Clandinin (Ed.), *Handbook of Narrative Inquiry: Mapping a Methodology* (pp. 567-598). Thousand Oaks, CA: Sage.
- Engel, S. (1999). *The stories children tell: Making sense of the narratives of children*. New York: W.H.Freeman.
- Englert, C., & Raphael, T. (1988). Constructing well-formed prose: process, structure and metacognitive knowledge *Exceptional Children*, 54, 513-520.

- Epstein, D., Elwood, J., Hey, V., & Maw, J. (1998). *Failing boys: issues in gender and achievement* Buckingham: Open University Press.
- Epstein, D., Elwood, J., Hey, V., & Maw, J. (2001). Introduction. In D. Epstein & M. Mac an Ghaill (Eds.), *Schooling The Boys*. Philadelphia: Open University Press.
- Evans, J., & Lunt, I. (2002). Inclusive Education: Are there limits? *European Journal of Special Needs Education*, 17(1), 1-14.
- Fancy, H. (1999). *Opening address given at Special Education 2000 Research Conference*, Auckland, New Zealand.
- Farrell, P. (2001). Special education in the last twenty years: Have things really got better? *The British Journal of Special Education* 28(1), 3-9.
- Fenton, A. (2006). Weft QDA User's Manual [Electronic Version]. Retrieved 20 April from <http://www.pressure.to/qda/doc/wefthelp.html>.
- Fenton, A. (2008). Weft QDA (Version 1.90). Retrieved 20 April, 2009, from http://rubyforge.org/frs/?group_id=665&release_id=21324
- Fitzclarence, L., & Hickey, C. (2000). Learning to Rationalise Abusive Behaviour Through Football. In C. Hickey, L. Fitzclarence & R. Matthews (Eds.), *Where the boys are: Masculinity, sport and education* (pp. 67-81) Geelong: Deakin University Press.
- Florian, L. (2006). Teaching Strategies: For some or for all? *Kairaranga*, 7(Special Edition), 24-27.
- Florian, L., & Rouse, M. (2001). Inclusive practice in English secondary schools: Lessons learned. *Cambridge Journal of Education*, 31(3), 399 - 412.
- Fontana, A., & Frey, J. H. (1998). Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 47-78). Thousand Oaks, CA: Sage.
- Forlin, C. (2001). Inclusion: Identifying potential stressors for regular class teachers. *Educational Research*, 43(3), 234-245.
- Forlin, C. (2004). Promoting inclusivity in Western Australian schools *International Journal of Inclusive Education*, 8, 185-201.
- Foster, V., Kimmel, M., & Skelton, C. (2001). 'What about the boys?': an overview of the debates. In W. Martino & B. Meyenn (Eds.), *What about the boys? Issues of masculinity in schools* (pp. 1-23). Buckingham: Open University Press.

- Francis, B., & Skelton, C. (2005). *Reassessing gender and achievement: Questioning contemporary key debates*. Abingdon, UK: Routledge.
- Frank, B., Kehler, M., Lovell, T., & Davison, K. (2003). A tangle of trouble: boys, masculinity and schooling-future directions. . *Educational Review*, 55(2), 119-133.
- Fraser, D., Moltzen, R., & Ryba, K. (Eds.). (2005). *Learners with special needs in Aotearoa New Zealand* (3rd ed.). Palmerston North, N.Z.
- Fuchs, D., Fuchs, L. S., & Burish, P. (2000). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Phillips, N. B., Karns, K., Dutka, S. (1997). Enhancing students' helping behavior during peer tutoring with conceptual mathematical explanations. . *Elementary School Journal*, 97(3), 223-250.
- Fulk, B. M., & King, K. (2001). Classwide peer tutoring at work *Teaching Exceptional Children*, 34(2), 49-53.
- Furlong, M., & Rosenblatt, J. (1998). Review of the instructional environment system-II: A system to identify a student's instructional needs (2nd edition). In J. Impara, B. Plake & L. Murphy (Eds.), *The Thirteenth Mental Measurements Yearbook* (pp. 510-513). Lincoln, Nebraska: : Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.
- Gartner, A., Latham, G., & Merritt, S. (1996). The power of narrative: transcending disciplines. Retrieved 4/03, 2009, from <http://ultibase.rmit.edu.au/Articles/dec96/gartn1.htm>
- Geist, E. A., & King, M. (2008). Different, Not Better: Gender Differences in Mathematics Learning and Achievement. *Journal of Instructional Psychology*, 35(1), 43-52.
- Gergen, M. (2004). Once upon a time: A narratologist's tale. In C. Daiute & C. Lightfoot (Eds.), *Narrative analysis*. Thousand Oaks, CA: Sage.
- Gilbert, R., & Gilbert, P. (Eds.). (1998). *Masculinity goes to School*. NSW: Allen & Unwin.
- Giorcelli, L. (2003). *Inclusion* Paper presented at the meeting of teachers and parents from Association of Independent Schools of Western Australia,, Perth.
- Glynn, T., Macfarlane, A., Moore, D., Timperley, H., Brown, D., Thomson, L. (1999). Bicultural commitment in a New Zealand training programme for resource

- teachers (learning and behaviour). , *Third International Conference on Teacher Education*. Beit Berl College, Israel.
- Glynn, T., Moore, D., Gold, M., & Sheldon, L. (1992). *Support teams for regular education*. Wellington: Research and Statistics Division, Ministry of Education.
- Gorard, S., & Rees, G. (1999). Reappraising the Apparent Achievement of Boys at School in *Gender and Education*, 11, p.4.
- Graham, L. J. (2008). ADHD and schooling: looking for better ways forward. *International Journal of Inclusive Education*, 12(1), 1 - 6.
- Gray, J. (2004). *Men Are from Mars, Women Are from Venus: A Practical Guide for Improving Communication and Getting What You Want in Your Relationships* (Quill ed.). New York: HarperCollins Inc.
- Greece Central School District. (2004). *Reading Strategies: Scaffolding Students' Interactions with Texts, Reciprocal Teaching* Retrieved 13 January, 2009, from <http://www.greece.k12.ny.us/instruction/ela/62/reading/Reading%20Strategies/Reciprocal%20Teaching.rtf>
- Greenwood, C. R., & Delquadri, J. (1995). Classwide peer tutoring and the prevention of school failure. *Preventing School Failure*, 39(4), 21-25.
- Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behaviour assessment: Principles, procedures, and future directions. *School Psychology Review*, 30(2), 156-172.
- Guild, D. M. (2006). *Building Bridges into the Adolescents' World and their Learning Community*. Unpublished Master of Education (Adult Education), Massey University, Palmerston North, New Zealand.
- Gurian, M. (1998). *A Fine Young Man*. New York: Jeremy P. Tarcher/Putnam.
- Gurian, M., & Stevens, K. (2005). *The minds of boys*. San Francisco: Jossey- Bass.
- Hart, S., Dixon, A., Drummond, M. J., & McIntyre, D. (2004). *Learning without limits*. Berkshire: Open University Press.
- Hartman, D. (2006). *Boys: Getting it right. The Good News*. Newcastle Family Action Centre, University of Newcastle.
- Hawkes, T. (2001). *Boy oh boy: How to raise and educate boys*. Frenchs Forest, NSW: Pearson Education.
- Hines, M. (2001). Sex and Cognition. *Archives of Sexual Behavior*, 30(5), 551-555.

- Horner, R. H. (1999). Positive behaviour supports In M. Wehmeyer & J. Patton (Eds.), *Mental Retardation in the 21st Century* (pp. 181-196). Austin, TX: Pro-Ed.
- House of Representatives. (2002). *Boys: getting it right*. Canberra: Commonwealth of Australia
- Huefner, D. S. (1988). The Consulting Teacher Model: Risks and Opportunities. *Exceptional Children*, 54(3), 403-414.
- Johnson, D., & Johnson, F. (2000). *Joining together: Group Theory and Group Skills* (7 ed.). Boston: Allyn & Bacon.
- Johnson, D., & Johnson, R. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.
- Johnson, D., & Johnson, R. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning* (5 ed.). Boston: Allyn and Bacon.
- Johnson, D., & Johnson, R. (2002). Cooperative Learning. *Research Works*, from <http://cehd.umn.edu/Pubs/ResearchWorks/coop-learning.html>
- Johnson, D., Johnson, R., & Smith, K. A. (1998). *Active learning: Cooperation in the college classroom* Edina, Minnesota: Interaction Book C
- Josselson, R. (2007). The ethical attitude in narrative research : principles and practicalities. In D. J. Clandinin (Ed.), *Handbook of Narrative Inquiry : Mapping a Methodology* (pp. 537-567). Thousand Oaks, CA: Sage.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Kagan, S. (1995). Group grades miss the mark. *Educational Leadership*, 52, 68-72.
- Kalantzis, M., & Cope, B. (2003). *Designs for Living*. Melbourne: Common Ground Publishing.
- Kamler, B. (1998). 'Narrative Research and the Production of Stories', *Changing Education. A Journal for Teachers and Administrators*, 4(5), 13-17.
- Kavale, K. (2007). Qualitative research synthesis: meta-analysis of research on meeting special education needs. In L. Florian (Ed.), *The SAGE handbook of special education*. London: Sage.
- Keddie, A. (2003). On leadership and fitting in: Dominant understandings of masculinities within an early primary peer group. *The Australian Educational Researcher*, 30(1), 83-100.
- Kenway, J., & Fitzclarence, L. (1997). Masculinity, Violence and Schooling: challenging 'poisonous pedagogies'. *Gender and Education*, 9(1), 117-133.

- Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, C.A.: Sage Publications
- Kvale, S. (2007). *Doing interviews : The Sage qualitative research kit*. Los Angeles CA; London: Sage Publications.
- Law, R., Campbell, H., & Schick, R. (1999). Introduction. In R. Law, H. Campbell & J. Dolan (Eds.), *Masculinities in Aotearoa/New Zealand*. Palmerston North: Dunmore Press.
- LeCompte, M. D., & Preissle, J. (1992). Toward an ethnology of student life in schools and classrooms: Synthesizing the qualitative research tradition. In M.D. LeCompte, W. L. Millroy & J. Preissle (Eds.), *The Handbook of Qualitative Research in Education* (pp. 815-859). San Diego, CA: Academic Press.
- Light, P. L., & Littleton, K. (1999). *Social processes in children's learning* Cambridge, England: Cambridge University Press.
- Lillico, I. (2001). *Australian issues in boys' education* Duncraig, WA: Tranton Enterprises.
- Loreman, T. (2000). *School inclusion in Victoria, Australia: The results of six case studies*. Paper presented at the 5th International Special Education Congress 2000, (24-28 July), University of Manchester, UK.
- Loreman, T., & Deppeler, J. M. (2001). Working towards full inclusion in education. *The National Issues Journal for People with a Disability*, 3(6), 5-8.
- Loreman, T., Deppeler, J. M., & Harvey, D. H. P. (2005). *Inclusive Education: A practical guide to supporting diversity in the classroom* Sydney: Allen and Unwin.
- Mac an Ghaill, M. (1999). Schooling, masculine identities and culture. In J. Prosser (Ed.), *School Culture*. London: Paul Chapman Publishing.
- Macfarlane, A. H. (1997). The Hikairo rationale teaching students with emotional and behavioural difficulties: a bicultural approach. *Waikato Journal of Education*, 3, 153-168.
- Macfarlane, A. H. (2003). *Culturally Inclusive Pedagogy For Maori Students Experiencing Learning and Behaviour Difficulties*. Unpublished Ph.D, University of Waikato, Waikato.
- Macfarlane, A. H. (2007). *Discipline, democracy and diversity : working with students with behaviour difficulties*. Wellington, N.Z.: New Zealand Council for Educational Research.

- Macfarlane, A., Glynn, T., Cavanagh, T., & Bateman, S. (2007). Creating culturally-safe schools for Maori students. *Australian Journal of Indigenous Education*, 36, 65-76.
- MacIntyre, A. (1981). *After Virtue: A Study in Moral Theory*. Notre Dame, Indiana: University of Notre Dame Press.
- Maheady, L. (2001). Peer-mediated instruction and interventions and students with mild disabilities. . *Remedial & Special Education*, 22(1), 4-15.
- Malete, L. (2007). Aggressive and Antisocial Behaviours Among Secondary School Students in Botswana: The Influence of Family and School Based Factors. *School Psychology International*, 28(1), 90-109.
- Marsh, H. W., Parada, R. H., Yeung, A. S., & Healey, J. (2001). Aggressive school troublemakers and victims: A longitudinal model examining the pivotal role of self-concept *Journal of Educational Psychology*, 93(2), 411-419.
- Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., Lovett, D. L. (2006). Increasing Student Participation in IEP Meetings: Establishing the Self-Directed IEP as an Evidence-Based Practice. *Exceptional Children*, 72(3), 299-316.
- Martino, W. (2001). Boys and Reading: Investigating the impact of masculinities on boys' readings preferences and involvement in literacy. *Australian Journal of Language & Literacy*, 24(1), 61-74.
- Martino, W. (2008). *Boys' Underachievement: Which Boys Are We Talking About?* Ontario: University of Western Ontario.
- Martino, W., & Berrill, D. (2003). Boys, Schooling and Masculinities: interrogating the 'Right' way to educate boys. *Educational Review*, 55(2).
- Martino, W., & Blye, F. (2006). The tyranny of surveillance: male teachers and the policing of masculinities in a single sex school. *Gender and Education*, 18(1), 17-33.
- Martino, W., & Pallotta-Chiarolli, M. (2003). *So what's a boy?: Addressing issues of masculinity and schooling* Maidenhead & Philadelphia: Open University Press.
- Massey University (2002). *Special Education 2000 : monitoring and evaluation of the policy : final report (No. 0478272324)*. Wellington, N.Z.: Ministry of Education.
- Mauthner, M., Birch, M., Jessop, J., & Miller, T. (2002). *Ethics in Qualitative research*. Thousand Oaks,CA: Sage.

- McLaughlin, M., & Rouse, M. (2000). *Special education and school reform in the United States and Britain*. London: Routledge.
- Merriam, S. (1998). *Qualitative research and case study applications in education*. California: Jossey-Bass Inc.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2 ed.). Thousand Oaks, CA: Sage Publications.
- Mills, M. (2000). Issues in implementing boys' programs in schools: male teachers and empowerment *Gender and Education*, 12(2), 221-238.
- Mills, M. (2001). *Challenging Violence in Schools: An issue of masculinities*. Buckingham, Philadelphia: Open University Press.
- Mills, M. (2003). Shaping the boys agenda: the backlash blockbusters. *International Journal of Inclusive Education*, 7(1), 57-74.
- Ministry of Education. (1987). *The New Zealand Draft Review of Special Education*. Wellington: Ministry of Education.
- Ministry of Education. (1995). *Special Education Policy Guidelines*. Wellington: Ministry of Education.
- Ministry of Education. (1996). *Special Education 2000*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (1999). *Special Education Policy Guidelines*. Wellington: Ministry of Education.
- Ministry of Education. (2001a). *Resource Teacher Learning and Behaviour (RTL) Clusters: Effective Governance, Management and Practice*. Wellington: Ministry of Education.
- Ministry of Education. (2001b). *A report on the compulsory schools sector in New Zealand 2000*. Wellington, New Zealand: Ministry of Education.
- Ministry of Education. (2003). *Special Education Policy Guidelines*. Wellington, New Zealand: Ministry of Education.
- Ministry of Education. (2004). *National Education Guidelines*. Retrieved 12 February, 2009, from <http://www.minedu.govt.nz/educationSectors/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalEducationGuidelinesNEGs.aspx>
- Ministry of Education. (2005). *National Administration Guidelines*. Retrieved 12 February, 2009, from

<http://www.minedu.govt.nz/educationSectors/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalAdministrationGuidelinesNAGs.aspx>

- Ministry of Education. (2007a). *Boys' achievement - A synthesis of the data*. Wellington: Ministry of Education.
- Ministry of Education. (2007b). *Resource Teacher Learning and Behaviour: Policy and Toolkit*. Wellington: Learning Media.
- Ministry of Health. (2001). *Making a world of difference Whakanui Oranga: The New Zealand Disability Strategy* (1st ed.). Wellington Ministry of Health.
- Mishler, E. G. (1986). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.
- Mishler, E. G. (1995). Models of Narrative Analysis: A Typology. *Journal of Narrative Life History*, 5(2), 87-123.
- moderate. (2009). In *Merriam-Webster Online Dictionary*. Retrieved January 23, 2009, from <http://www.merriam-webster.com/dictionary/moderate>
- Moore, D., Macfarlane, A., Glynn, T., Brown, D., Anderson, A., Thomson, C. (1999). *Caught between stories : Special education in New Zealand* (D. Moore, Trans.). Wellington, N.Z.: New Zealand Council for Educational Research.
- Morse, J. M. (2002). Interviewing the ill. In J. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research* (pp. 317-330). Thousand Oaks, CA: Sage.
- Moyle, W. (2002). Unstructured interviews: challenges when participants have a major depressive illness. *Journal of Advanced Nursing*, 39(3), 266-273.
- Munns, G., Arthur, L., Downes, T., Gregson, R., Power, A., Sawyer, W., et al. (2006). *Motivation and engagement of boys: Evidence-based teaching practices: A report submitted to the Australian Government Department of Education, Science and Training*. Sydney: University of Western Sydney
- Nelson, J. R., & Johnson, A. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional & Behavioral Disorders*, 4, 53-63.
- New Zealand Qualifications Authority. National Certificates of Educational Achievement- NCEA. Retrieved 17/05, 2009, from <http://www.nzqa.govt.nz/ncea/index.html>

- Noble, C. (2000). Helping boys do better in their primary schools. In K. Bleach (Ed.), *Raising boys' achievement in schools*. Stoke on Trent: Trentham Books.
- Noble, C., Brown, J., & Murphy, J. (2001). *How to raise boys' achievement*. London: David Fulton Publishers.
- Office of Public Sector Information. (1996). Education Act. *Chapter 56. United Kingdom* Retrieved 19 February 2009, from http://www.opsi.gov.uk/ACTS/acts1996/ukpga_19960056_en_1
- Palincsar, A. S. (1986). *Reciprocal teaching*. In *Teaching reading as thinking* Oak Brook, IL: North Central Regional Educational Laboratory.
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3 ed.). Thousand Oaks, CA: Sage.
- Pearce, M., & Forlin, C. (2005). Challenges and potential solutions for enabling inclusion in secondary schools. *Australasian Journal of Special Education*, 29(2), 93-105.
- Polkinghorne, D. E. (1988). *Narrative Knowing and the Human Sciences*. Albany: State of N.Y. Press.
- Pollack, W. (1998). *Real Boys*. New York: Random House.
- Prater, M. A., Bruhl, S., & Serna, L. A. (1998). Acquiring social skills through cooperative learning and teacher-directed instruction. *Remedial and Special Education*, 19, 160-172.
- Pressley, A. J., & Hughes, C. (2000). Peers as teachers of anger management to high school students with behavioral disorders. *Behavioral Disorders*, 25(2), 114-130.
- Prosser, B. (2007, 26-29 November). *Weaving a whole cloth : metaphor as a response to representational challenges in critical narrative research*. Paper presented at the Australian Association for Research in Education, Fremantle.
- Rice, P. L., & Ezzy, D. (2000). *Qualitative Research Methods: A Health Focus*. Don Mills: Oxford University Press.
- Richardson, L. (1990). *Writing strategies: Reaching diverse audiences*. Newbury Park, CA: Sage.
- Riessman, C. K. (1993). *Narrative analysis*. Newbury Park: Sage.
- Roberts, J. M. A., & Prior, M. (2006). *A review of the research to identify the most effective models of practice in early intervention for children with autism spectrum disorders*. Retrieved 13/02/2009, from

- <http://www.health.gov.au/internet/main/publishing.nsf/Content/mental-child-autrev-toc~mental-child-autrev-cont~mental-child-autrev-cont-abt>
- Roger, T., & Johnson, D. W. (1994). An Overview of Cooperative Learning. In J. Thousand, A. Villa & A. Nevin (Eds.), *Creativity and Collaborative Learning*. Baltimore: Brookes Press.
- Roger, T., & Johnson, D. W. (1999). An Overview of Cooperative Learning. Retrieved 25/02, 2009, from <http://www.cooperation.org/pages/overviewpaper.html>
- Roger, W. (2000). Man Alone. *North & South*(June 2000), 32-40.
- Rogers, B. (2002). *Classroom behaviour : a practical guide to effective teaching, behaviour management and colleague support*. London: PCP.
- Rogers, B. (Ed.). (2004). *How to manage children's challenging behaviour*. London.
- Rogers, B., & Australian Council for Educational Research. (2003). *Behaviour recovery: practical programs for challenging behaviour and children with emotional behaviour disorders in mainstream schools* (2nd ed.). Camberwell, Vic.: ACER.
- Rosenshine, B., & Meister, C. (1994). Reciprocal Teaching: A Review of the Research. *Review of Educational Research*, 64(4), 479-530.
- Rouse, M. (2006). Enhancing Effective Inclusive Practice: Knowing, doing and believing. *Kairaranga*, 7(Special Edition), 8 -13.
- Rowe, K. J. (2000). *Problems in the Education of Boys and Exploring 'Real' Effects From Evidence-Based Research: Useful Findings in Teaching and Learning for Boys and Girls*. Paper presented at the Teaching Boys Developing Fine Men Conference Paper, University of Newcastle, Australia.
- Rowe, K. J., & Rowe, K. S. (1999). Investigating the relationship between students' attentive-inattentive behaviours in the classroom and their literacy progress. *International Journal of Educational Research*, 31(2), 1-137.
- Sandelowski, M. (1995). Qualitative analysis: What it is and how to begin. *Research in Nursing & Health*, 18(4), 371-375.
- Sapon-Shevin, M. (1994). Cooperative learning and middle schools: What would it take to really do it right? *Theory Into Practice*, 33, 183-190.
- Shores, D. (2002). *Masculinity and school: Exploring issues of power, introspection, responsibility and relationships with boys*. Paper presented at the Bardon Professional Centre, Brisbane.

- Sindelar, P., & Kilgore, K. (1995). *Teacher education*. In M. Wang, M. Reynolds, & H. Walberg (Eds.), *Handbook of Special and Remedial Education: Research and Practice (2nd ed.)* (pp. 393-432). Oxford: Elsevier Science Publishing Company.
- Skelton, C. (2001). *Schooling the boys: masculinities and primary Schooling*. Buckingham: Open University Press.
- Slade, M., & Trent, F. (2000). What the boys are saying: An examination of the views of boys about declining rates of achievement and retention. *International Education Journal*, 1(3), 201-229.
- Smith, A. B., & Taylor, N. J. (2000). The sociocultural context of childhood : Balancing dependency and agency. In A. B. Smith, N. J. Taylor, & M. M. Gollop (Eds.), *Children's Voices: Research, policy and practice* (pp. 1-17) Auckland, NZ: Longman.
- Smith, J. (2007). 'Ye've got to 'ave balls to play this game sir!' Boys, peers and fears: the negative influence of school-based 'cultural accomplices' in constructing hegemonic masculinities. *Gender & Education*, 19(2), 179-198.
- Sommers, C. H. (2000). *The war against boys: how misguided feminism is harming our young men*. New York: Simon & Schuster.
- Sugai, G., Horner, R. H., Dunlap, G., & Hieneman, M. (2000). Applying positive behaviour support and functional behavioural assessment in schools. *Journal of Positive Behaviour Interventions*, 2(3), 131-137.
- Tangen, R. (2008). Listening to children's voices in educational research: some theoretical and methodological problems. *European Journal of Special Needs Education*, 23(2), 157 - 166.
- Thomson, C. (1998). Inclusion and professional development for resource teachers. In T. Glynn (Ed.), *28th Annual Conference, Australian Teacher Education Association*. Melbourne, Australia.
- Timmons, V. (2006). Impact of a multipronged approach to inclusion: having all partners on side. *International Journal of Inclusive Education*, 10(4/5), 469-480.
- Tinning, R. (2000). What position do you play: A narrative about sport physical education and masculinity. In C. Hickey, L. Fitzclarence & R. Matthews (Eds.), *Where the boys are: Masculinity, sport and education*. Geelong, VIC: Deakin University Press.

- Topping, K. (1995). *Paired Reading, Writing and Spelling : The Handbook for Teachers and Parents* London,GBR: Continuum International Publishing.
- Topping, K. (2001). *Peer assisted learning: A practical guide for teachers* Newton, MA: Brookline Books.
- Topping, K., Nixon, J., Sutherland, J., & Yarrow, F. (2000). Paired Writing: a framework for effective collaboration. *Reading*, 34(2), 79-90.
- United States Department of Education. (1997). *The Individuals with Disabilities Education Act*. Retrieved 19 February 2009. from http://www.ed.gov/offices/OSERS/Policy/IDEA/the_law.html.
- University of Waikato. (2008). *Ethical Conduct in Human Research and Related Activities Regulations*. Retrieved July, 2009, from <http://calendar.waikato.ac.nz/assessment/ethicalConduct.html>
- Valeo, A. (2008). Inclusive Education Support Systems: Teacher and Administrator Views. *International Journal of Special Education*, 23(2), 8 - 16.
- Van Reusen, A., Shoho, A., & Barker, K. (2001). High school teacher attitudes toward Inclusion. *The High School Journal*, 7-17.
- Vinson, T. (2002). Inquiry into the provision of public education in NSW. Sydney: NSW: Teachers Federation and Federation of P & C Associations of NSW
- Walker, J., Glynn, T., & Macfarlane, A. H. (2000). *RTLB in context : facilitating inclusive practice*. Paper presented at the New Zealand Special Education Conference, Christchurch, September 2000.
- Walker, J., Moore, D., Anderson, A., Brown, D., Thomson, C., Glynn, T., et al. (1999). *Innovative Inclusion Initiative: The Resource Teachers in Learning and Behaviour programme*. Retrieved November 2008 from <http://www.aare.edu.au/99pap/wal99677.htm>.
- Warren, C. A. B. (2002). Qualitative interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context&method* (pp. 83-101). Thousand Oaks, CA: Sage.
- Webb, G. (1997). *The construction of masculinities in children's picture books*. Paper presented at the Australian Association for Research in Education (AARE) Annual Conference, Brisbane, Australia.
- Wengraf, T. (2001). *Qualitative research interviewing: biographic narrative and semi-structured methods*. London; Thousand Oaks, CA: Sage.

- Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: Implications for understanding motivation at school *Journal of Educational Psychology*, 91, 76-97.
- West, P. (2002). *Those damned boys again! How to get boys achieving*. Retrieved 23 March, 2009, from http://www.icponline.org/fearure_articles/fll_01.htm
- Westera, J., & Moore, D. (1995). Reciprocal teaching of reading comprehension in a New Zealand high school *Psychology in the Schools*, 81, 283-293.
- Westwood, P. (1997). Moving toward inclusion: Proceed with caution *Australian Journal of Learning Disabilities*, 2(2), 18 -20.
- Wheeler, G. (1998). Introduction. In D. Ullman & G. Wheeler (Eds.), *The Gendered Field: Gestalt perspectives and readings*. Cambridge: Gicpress.
- Woods, P. (2006). Qualitative Research. Retrieved 06/04, 2009, from <http://www.edu.plymouth.ac.uk/resined/Qualitative%20methods%202/qualrsh m.htm#Interviews>
- Wortham, S. (2001). *Narratives in action: A strategy for research and analysis*. New York: Teachers College Press.
- Wylie, C. (2000). *Picking up the pieces - Review of Special Education 2000*. Wellington: Learning Media.
- Younger, M., & Warrington, M. (2005). *Raising Boys' Achievement in Secondary Schools*. Maidenhead: Open University Press.
- Younger, M., & Warrington, M. (2007). Closing the Gender Gap? Issues of gender equity in English secondary schools. *Discourse: Studies in the Cultural Politics of Education*, 28(2), 219-242.
- Younger, M., Warrington, M., Gray, J., Rudduck, J., McLellan, R., Bearne, E., et al. (2005). *Raising Boys' Achievement*. Cambridge: University of Cambridge Faculty of Education.
- Ysseldyke, J. E., & Christenson, S. (1993). *TIES-II, the instructional environment system II : a system to identify a student's instructional needs* (S. Christenson, Trans.). Longmont, CO: Sopris West.
- Ysseldyke, J. E., & Christenson, S. (2002). *Functional Assessment of Academic Behavior: Creating Successful Environments*. Longmont, CO: Sopris West.

Appendices:

Please note: Certain details have been omitted to ensure anonymity

- Appendix A: Information to Principal / Associate Principal
- Appendix B: Information to Student Participants and their Parents/Caregivers
- Appendix C: Student's Consent to Participate
- Appendix D: Parent / Caregiver's Consent for Child to Participate

APPENDIX A:

Masters of Special Education Research Study

The Long Term Implication of RTLB Support: “Listening to the Voices of Student Experiences”

Information to Principal / Associate Principal

What is this project about?

My name is Poobie Pillay; I am a RTLB and am also a student at the University of Waikato.

I am undertaking this research as part of my thesis towards the partial completion of the Masters of Special Education at the University of Waikato. I would like to conduct a study into the experiences of students involved with RTLB. To date the voices of students who have been supported by the RTLB services have not been heard. This study aims to capture those voices to tell the stories of their experiences with RTLB.

I am asking you as the Associate Principal to select 15 students who have participated in RTLB services in the past or who are currently participating in these services to possibly participate in this project.

From that list of 15 students I am seeking 10 students, to participate in this research. I will keep the other 5 students' names in reserve in case one or more students are not able to participate. The research would involve interviewing each of the selected students on three occasions.

What is involved if we choose to participate?

Those students who agree to participate in the study will be asked to tell the story of their experiences with RTLB services. I will then retell or restory the first interview in such a way that that the events are told in a manner that makes sense and bridges any gaps about the people involved, contexts, problems, and behaviours. Then I will meet with the student again to validate the restorying or retelling and make any changes or additions the student requests. I will make those revisions of the story and meet with the student one more time for a final validation of the story.

In total I will interview each of the selected students on two occasions. I would like to complete all interviews before the end of December.

All interviews with students will be carried out at the school, at a time convenient to the students involved. Each interview will take about 45 minutes. Parents/caregivers will be asked to discuss the project with their child and attend any of the interview sessions if they so wish.

Each participant will have the opportunity to view, comment on and amend the transcript of their interview. Changes to transcripts may only be

approved by participants. Each participant will be provided with a copy of the final transcript for personal reference.

Confidentiality and anonymity:

The interview will be audio taped and transcribed by me. When describing the findings of the interviews, all identifying details of schools and individuals will be removed in order to maintain confidentiality. I will also aim to preserve anonymity and in the final write up of the report no school or individual will be named.

All participation is voluntary, and participants have the right to withdraw from the study at any time up until two weeks after the final review of the transcript (2nd Interview) without fear of reprisal. I will provide you with a transcript of your interview for final amendment and approval to include before the final report is presented in the thesis.

I will ask each participant to talk with their parents/caregivers about the research and whether or not they want someone to support them at the interview sessions (e.g. parent, caregiver, guidance counsellor).

What if we have a concern about the study?

If you have any complaint concerning the manner in which the research project is conducted, it may be given to my research supervisor:

*Dr Tom Cavanagh
Senior Research Fellow
School of Education
University of Waikato
Private Bag 3105
Hamilton, 3240
New Zealand
Phone: 07 856 2889 ext 6376*

Email: cavanagh@waikato.ac.nz

Researcher:

Poobie Pillay:
RTLB and student at the University of Waikato

Research Supervisors:

Dr Tom Cavanagh (Senior Research Fellow – Kotahitanga; University of Waikato)

Dr. Angus H. Macfarlane (Head of Special Needs Department, School of Education, University of Waikato)

APPENDIX B:

Masters of Special Education Research Study

The Long Term Implication of RTLB Support: “Listening to the Voices of Student Experiences”

Information to Student Participants and their Parents/Caregivers:

What is this project about?

My name is Poobie Pillay; I am an RTLB and a student at the University of Waikato.

I am undertaking this research as part of my thesis towards the partial completion of the Masters of Special Education at the University of Waikato. I am conducting a study into the experiences of students involved with RTLB. To date the voices of students who have been supported by the RTLB services have not been heard. This study aims to capture those voices to tell the stories of their experiences with RTLB services.

What is involved if we choose to participate?

Those students who agree to participate in the study will be asked to tell the story of their experiences with RTLB services. I will then retell or restory the first interview in such a way that that the events are told in a manner that makes sense and bridges any gaps about the people involved, contexts, problems, and behaviours. Then I will meet with the student again to validate the restorying or retelling and make any changes or additions the student requests. I will make those revisions of the story and meet with the student one more time for a final validation of the story.

In total I will interview each of the selected students on two occasions. I would like to complete all interviews before the end of December.

All interviews with students will be carried out at the school, at a time convenient to the students involved. Each interview will take about 45 minutes. Each participant will have the opportunity to view, comment on and amend the transcript of their interview. Changes to transcripts may only be approved by participants. Each participant will be provided with a copy of the final transcript for personal reference.

Confidentiality and anonymity:

The interview will be audio taped and transcribed by me. When describing the findings of the interviews, all identifying details of schools and individuals will be removed in order to maintain confidentiality. I will also aim to preserve anonymity and in the final write up of the report no school or individual will be named.

All participation is voluntary, and participants have the right to withdraw from the study at any time up until two weeks after the final review of the transcript (2nd Interview) without fear of reprisal. I will provide you with a transcript of your interview for final amendment and approval to include before the final report is presented in the thesis.

I would ask each participant to talk with their parents/caregivers about the research and whether or not they want someone to support them at the interview sessions (e.g. parent, caregiver, guidance counsellor).

What if we have a concern about the study?

If you have any complaint concerning the manner in which the research project is conducted, it may be given to my research supervisor:

*Dr Tom Cavanagh
Senior Research Fellow
School of Education
University of Waikato
Private Bag 3105
Hamilton, 3240
New Zealand
Phone: 07 856 2889 ext 6376*

Email: cavanagh@waikato.ac.nz

Researcher:

Poobie Pillay:

RTLB and student at the University of Waikato

Research Supervisors:

Dr Tom Cavanagh (Senior Research Fellow – Kotahitanga; University of Waikato)

Dr. Angus H. Macfarlane (Head of Special Needs Department, School of Education, University of Waikato)

APPENDIX C:

Student's Consent to Participate

The Long Term Implication of RTLB Support: “Listening to the Voices of Student Experiences”

Researcher: Poobie Pillay

To be signed by all participants in Interviews after asking questions before the interview takes place

I have read the Information Sheet and had an opportunity to discuss this research with my parents/caregivers and ask questions about this study. All the details have been explained to me. My questions have been answered to my satisfaction and I understand that I may ask further questions as they occur to me at any time.

I understand that I may refuse to answer any particular question during the interview. If I decide that I wish to withdraw from the project, I can do so by notifying Poobie Pillay at the contact details given above. I know that I do not need to state reasons for this decision.

I agree to the interviewer tape recording the interviews. I understand that quotations from the interview may be used in the final research report and that this will be available for the public to read. All the data collected will be kept in secure premises and will not be made public.

I understand that my name, and the name of the school, will not be used at any time where this research is discussed, and that identifying details about me and, if necessary, the school will be changed where necessary to preserve confidentiality. Every attempt will be made to ensure that confidentiality is preserved.

I understand that a copy of the final research report will be given to me by Poobie when it is completed. I further understand that the results of this research may be used by Poobie as a basis for journal articles.

Signed:

Date:

APPENDIX D:

Parent / Caregiver's Consent for Child to Participate

I/we are being asked for permission for my/our child
_____ to participate in the aforementioned project.

The Long Term Implication of RTLB Support: "Listening to the Voices of Student Experiences"

Researcher: Poobie Pillay

To be signed by parent/caregiver of all participants.

I have read the Information Sheet and had an opportunity to discuss the research with my child and ask questions about this study. All the details have been explained to me. My questions have been answered to my satisfaction and I understand that I may ask further questions as they occur to me at any time.

I understand that I may be present at the interview sessions or have another support person present for my child. I understand that my child may refuse to answer any particular question during the interview. If I decide that I want my child to withdraw from the project, I can do so by notifying Poobie Pillay at the contact details given above. I know that I do not need to state reasons for this decision.

I agree to the interviewer tape recording the interviews. I understand that quotations from the interview may be used in the final research report and that this will be available for the public to read. All the data collected will be kept in secure premises and will not be made public.

I understand that my child's name, and the name of the school, will not be used at any time where this research is discussed, and that identifying details about me and, if necessary, the school will be changed where necessary to preserve confidentiality. Every attempt will be made to ensure that confidentiality is preserved.

I understand that a copy of the final research report will be given to my child by Poobie when it is completed. I further understand that the results of this research may be used by Poobie as a basis for journal articles.

I/ we voluntarily agree for my child to participate in this study.

Signed:

Date: