

Appendices

1. Search descriptors
2. Template for summarising articles
3. Interview schedule
4. Ethical approval, information and consent forms for participants

Appendix 1
Search descriptors

<i>Database</i>	<i>Search terms</i>	<i>Score</i>	<i>Comment</i>
ERIC	1. su (curriculum development or curriculum research) and cs (inclusive or special education)	386	With >1985 limiter
	2. su (curriculum development or curriculum research) and su (special needs students)	189	>1985
	3. su (curriculum development or curriculum research) and su (inclusive or special education) and pt (07* or 142)	101	>1985
	4. cs (special needs students and outcomes of education)	24	
	5. cs (special needs students) and pt 143	336	
	6. cs (special needs students and curriculum) and pt 143	04	
	7. cs (special needs students) and new zealand	11	
	8. cs policy and cs (inclusive or special education)	352	
	9. cs policy and cs (inclusive or special education) and outcome*	23	

<i>Database</i>	<i>Search terms</i>	<i>Score</i>	<i>Comment</i>
International ERIC (AEI)	1. special needs students	577	
	2. <i>outcomes of education and special needs students</i>	10	
	3. outcomes of education and special education	24	
	4. research-reports and special education	60	
	5. <i>"curriculum design" or "curriculum development") and special needs students</i>	32	<i>All post 1980</i>
	6. <i>"policy" or "policy analysis" or "policy formation" and special education</i>	50	<i>Post 1980</i>

<i>Database</i>	<i>Search terms</i>	<i>Score</i>	<i>Comment</i>
<i>Digital Diss Abs 02-03</i>	<i>Education special and curriculum</i>	51	<i>Syracuse description for full OCLC version included</i>

<i>Database</i>	<i>Search terms</i>	<i>Score</i>	<i>Comments</i>
<i>Te Puna INNZ</i>	<i>Education special and ta research</i>	67	<i>EndNote filter for INNZ included</i>

<i>Database</i>	<i>Search terms</i>	<i>Score</i>	<i>Comments</i>
<i>Te Puna NBD</i>	<i>Special education and curric? >1980</i>	<i>?? lots</i>	
	<i>Special education and government policy>1980</i>		
	<i>St Mainstreaming new Zealand > 1988</i>	53	
<i>Database</i>	<i>Search terms</i>	<i>Score</i>	<i>Comments</i>
<i>MFE, PDC, WMB</i>	<i>Special education or inclusive education and pg>2 and peer reviewed and date>1999</i>	141	
	<i>Special education and zealand</i>	12	

<i>Database</i>	<i>Search terms</i>	<i>Score</i>	<i>Comments</i>
<i>Dynix</i>	<i>Mainstreaming new Zealand kw via EndNote</i>	90	

Completed by:

<p>Bibliographic details – use APA referencing Hayes, K. J. (2002). <i>The No Child Left Behind Act: Ensuring that students with disabilities receive a high-quality education [Press Release]</i>. Retrieved July 28, 2003, from http://www.ed.gov/offices/OSERS/New/nclb-dis.html.</p>	<p>Inclusion/exclusion criteria (why item relevant or not)</p>
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Focus area – circle those relevant

Policy Empirical study Commentary Curriculum support Other (specify)

Geographical area:	Student population (state if not specified and/or provide quote):
“ outcomes ” definitions (implicit or explicit), descriptions, debates	
“ Inclusion ” definitions (implicit or explicit), descriptions, debates	
Principles implicit or explicit	
Significant silences or absences	
Section of report? Relevance?	
Empirical evidence?	
Other?	

Appendix 3

Interview Schedule – Curriculum Policy and Special Education

Name of setting:

Name of interviewee(s)

Date & Time of interview:

1. Would you start by telling me a bit about your school/kura?

- How many students do you have altogether?
- What is the geographical area that you draw these students from?
- Tell me about the students you work with who have special education needs?
- Who are these children?
- How are these children identified?
- How many do you have in your school/kura?
- What geographical area are your students with special needs drawn from?
- *[Looking to see if the school acts as a magnet]* How do families choose the school? *Or* How do they hear about the school?

2. We're interested in how curriculum at the policy level gets converted into specific actions at the school/kura level. There will be a range of levels at which you undertake curriculum planning in your school/kura. Can you describe for me, in a general way, how your school/kura decides what will be taught?

- How does the school meet its obligations under the NEGs in relation to curriculum implementation and delivery?
- How do you view the NZ Curriculum Framework and the various curriculum statements as part of this process?
- At the school-wide level?, syndicate level?
- *[For secondary schools]* At the departmental level?]
- How do teachers decide, at the classroom level, what will be taught to students?
- What strategies for individual assessment do you have in place?
- How do you address cultural differences in your curriculum planning? *Or* How do you address the particular needs of Maori and Pasifika children through these planning processes?

3. Now I want to focus specifically on curriculum decisions for students with special education needs. What kinds of issues do you face when you have to decide what and how students with special education needs will be taught?

- Can you give me some specific examples of these/this issue(s)?

- What issues arise around the transition from ECE to primary [primary to secondary] [secondary to post-secondary]?
- What kinds of adaptations do you make (if any) for students with special education needs?
- What adaptations would you like to make, but you find that you can't? Why?
- Who takes responsibility for this planning in the school? *[Possible responses: classroom teacher, GSE staff, Senco, RTLB, OT, designated staff member, EI teachers, RTLit, physio, itinerant support teachers]*

4. What tools or resources do you use to help you decide what you will teach these students? *[Ask for lots of examples – if they do not specifically name or mention curriculum or individual planning, ask about these]*

- What is the role of the Curriculum Framework and the various curriculum statements when you are thinking about these students?
- What comments do you have about the usefulness of the Curriculum Framework and the curriculum statements?
- How well do you think these documents articulate outcomes for SEN students?
- In what ways do you use – or have you used - the Individual Planning process in these decisions?

[Keep asking if there are any other examples of tools, resources, or strategies. When they have exhausted their list, read it back to them “I’m going to read back to you all of the things you’ve listed – we’d like to know which you think is the most useful.”]

5. One of the areas of interest that we have identified is the whole business of assessment and reporting. How do you report on student progress at [name of school/kura]?

- On a school-wide basis?
- On an individual basis?
- How do you report on student progress for children who have special education needs?
- What are the implications of having SEN students for school-wide reporting?
- *[For secondary schools]* What are the implications for internal assessment and NCEA?

6. What teaching strategies do you use to support the learning of diverse students at [name of school/kura]?

- Special education students
- Maori and Pasifika

7. Now I’d like to shift the focus slightly, onto teachers’ learning. What training or professional development have you/your staff had to help them deliver the curriculum to students with special education needs?

- What about the issue of adapting the curriculum for these students? What advice or teacher development have you had in that area? *[Possible answers: RTLB, RTLit, HOD Learning Support, Special Ed co-ordinator]*
- What about teacher development for working with Maori and Pasifika students? With Maori and Pasifika SEN students?

8. You've told me about the professional development teachers here have received. Could you tell us about other areas of professional development that you think might be useful for teachers in terms of curriculum decision making and delivery for students with special education needs?

- What recommendations would you make to the Ministry about what teachers need to support their work with these students? *[Keep the focus on curriculum here]*

9. One of the things the Ministry has asked the research team to think about is whether a foundation achievement level should be developed for students who have special needs who may not progress to level 1 learning objectives on the framework. What is your view on that?

- How would you see a foundational level applying to SEN students throughout their school career?
- If you are familiar with Te Whariki, what relevance, if any, would you see it having to a foundation level in terms of curriculum development?

10. The MOE is currently exploring a range of ways that learning outcomes for students with special needs can be articulated within the New Zealand curriculum. Internationally there are differing models, for example in the UK, curriculum is organized horizontally across the major curriculum areas in key stages whereas in Victoria, curriculum is organized with a vertical progression through each curriculum area. Could you comment on how you think either or both these models might be applied in the NZ context.

11. When you think about children with special education needs, what do *you* think are the really important things that they need to learn?

- What other outcomes do you think are important
- How do these compare to the outcomes you think are important for all students
- To what extent are these outcomes/ objectives currently identified in the curriculum
- What do *you* think are the important guidelines or principles that curriculum developers should keep in mind when developing curricula to meet the needs of children with special education needs? *[Keep the focus on curriculum here, not resourcing]*

Appendix 4: Information and consent forms

Curriculum Policy and Special Education Support Project

Information to Participating Kura & Schools

What is this project about?

The Christchurch College of Education has been contracted by the Ministry of Education (MOE) to carry out this project. The project team is led by Missy Morton and Carol Mutch of the School of Professional Development at the College.

The MOE is currently undertaking work to understand and improve the learning outcomes for children with special education needs. The project aims to identify how well the New Zealand national curriculum policy supports the learning of students who have special educational needs. The project involves reviewing New Zealand and international policy documents and literature, as well as talking with key staff from a small number of selected kura and schools. The kura and schools have been selected by the Project Advisory Committee because they match particular demographic characteristics. Details of the membership of the Project Advisory Committee and the Project Team are attached.

The Christchurch College of Education Ethics Committee has reviewed and approved this study.

What is involved if we choose to participate?

A member of the Project Team [named] will visit your school or kura to interview key staff responsible for the development and implementation of curricula for students with special education needs. This is likely to be one or two classroom teachers, a Special Education Needs Coordinator and possibly the Principal or senior staff member with delegation for this area. We want to find out about the perspectives and experiences of staff with respect to curriculum and students with special education needs. We would like to talk with three or four members of staff in total. We would like to complete all interviews before the end of October.

All interviews will be carried out at the school, at a time convenient to the staff members involved. Each interview will take between 45 and 60 minutes. An interview guide is attached so that you may preview the areas to be covered.

We would be grateful if you were able to suggest the staff we should interview, and to provide us with a quiet room for the interviews.

Confidentiality and anonymity:

The interview will be audiotaped and transcribed by a research assistant employed by the Project Team. Only members of the Project Team will see the transcripts. When describing the findings of the interviews, all identifying details of schools and individuals will be removed in order to maintain confidentiality. We will also aim to preserve anonymity, but need to point out that the participating kura and schools have been nominated by the Project Advisory Committee. In the final write up of the report to the Ministry of Education, participating kura and schools will not be named.

All participation is voluntary, and staff members have the right to withdraw from the project at any time without fear of penalty or reprisal. We will provide individual participants with a summary of their interview for final amendment and approval to include before the final report is presented to the Ministry of Education.

What if we have a concern about the project?

If you have any complaint concerning the manner in which a research project is conducted it may be given to the researcher or Project Team Leaders:

*Missy Morton or Carol Mutch
School of Professional Development
Christchurch College of Education
P O Box 31-065
Christchurch
Phone: (03) 348 2059*

Or, if an independent person is preferred, to:

*The Chair
Ethical Clearance Committee
Christchurch College of Education
P O Box 31-065
Christchurch
Phone: (03) 348 205*

Curriculum Policy and Special Education Support Project

Project Team Membership

Project Research Team

All members of the School of Professional Development,
Christchurch College of Education

Team leaders

Missy Morton (Research Coordinator)

Carol Mutch (Associate Director)

Team members

Trish McMenamin (Head of Centre for Special Education)

Ruth Millar (Coordinator, BTchLn Honours Programme)

Joce Nuttall (Head of MTchLn Centre)

Gaye Tyler-Merrick (Lecturer, Centre for Special Education)

Project Advisory Committee

Natasha Kuka (Ministry of Education, Education Management Policy)

Emily McDonough (Ministry of Education, Learning Policy Frameworks)

Murray Overton (Principal, Shirley Primary School)

Marge Wong (Ngati Kahungunu ki Heretaunga, Dean Primary Programmes,
Christchurch College of Education)

Lisa-Jane Rogers (Lecturer in Professional Studies & Teaching Practice
(Multicultural Education, Pacific Nations Education, Special Education;
Wellington College of Education)

Prof. Keith Ballard (School of Education, University of Otago)

Assoc. Prof. Alison Gilmore (Education Department, University of Canterbury)

Curriculum Policy and Special Education Support Project

Interview Guide

This guide indicates the areas that will be covered. The format will alter according to the site and the position of the staff member being interviewed.

Background information

We would like some background information to provide the context for our discussion. This information will be kept confidential, and in the final report would be presented in general terms only. The information we would like includes the demographic details, and how students with special education needs come to be attending your school or kura.

Decisions about curricula

These are decisions about *content* and about *method*. We want to talk with you about both *how* you make these decisions, and *who* is involved in making the decisions (for students with and without special education needs).

How do you report on student progress (for students with and without special education needs)?

Tools, resources, and strategies

What tools, resources, or strategies do you use to help you decide what and how you teach students with special education needs?

What tools, resources, or strategies would be helpful to your decisions and to your teaching?

How do you support the learning of students who have not yet reached Level 1 learning objectives?

Transitions

We will want to hear from you about the ways curriculum supports (or could support) transitions – e.g. from early childhood to primary, from primary to secondary.

Curriculum Policy and Special Education Support Project

Consent for Kura or School to Participate

We have read and understood the information provided to us concerning this project. Our participation in this project is voluntary. We may decide to withdraw from the project without fear of penalty or reprisal. We understand that our school or kura will not be identified in any way in the final report, and that all information our staff provide will be treated as confidential.

Name of Kura or School

Chair, Board of Trustees (name and signature)

Date

Principal (name and signature)

Date

Curriculum Policy and Special Education Support Project

Consent to Participate in Interview

I have read and understood the information provided to me concerning this project. My participation in this project is voluntary. I may decide to withdraw from the project without fear of penalty or reprisal. I understand that our school or kura will not be identified in any way in the final report, and that all information I provide will be treated as confidential.

Participant (name and signature)

Date