

## Deciphering Me

**Why have an assessment as a young adult? For Summer Riley it will allow for accommodations as she trains to be a sign language interpreter. She was also eager to understand herself after years of struggle.**



**I am dyslexic. Typing that brings happy tears to my eyes.** I can now look back on my life with immense amounts of pride and empathy for myself, more so than self-consciousness, confusion, anger and sadness. This diagnosis has lifted such a mental and emotional toll from me. I now know I'm not stupid. I'm not useless. I'm dyslexic.

**I was always engaged in school, but most days were draining.** I compensated for what I thought was me 'not being smart enough' or 'not trying hard enough to learn' by having negative self-talk, over-working myself and not giving myself a break if something was less than perfect, or feeling I could've somehow put more effort into it. Logically I knew I was working hard, but I assumed other people who enjoyed school were putting in the same amount of energy and time that I did.

**I often wondered why I found some subjects or concepts difficult and couldn't 'get it'.** I'd spend countless hours studying, over-learning subjects so they would stick in my memory, and asking question upon question, so I fully understood. From these experiences I learned valuable

skills like perseverance, dedication and hard work. Now I can pair those with accommodations, self-compassion and a much deeper understanding of myself, which will allow me to succeed further now that I am in-tune with myself and how I learn.

**I can pinpoint a myriad of different situations where being dyslexic impacted on me, both negatively and positively.** Looking back on my life with this realisation has been eye-opening, relieving, bittersweet and, ultimately, incredible.

**I am about to start at Auckland University, studying for a Bachelor of Arts degree in New Zealand Sign Language Interpreting.** It will take me three years to complete and I am very passionate about it. NZSL is a deep and rich language with many intricate parts that work together to create a clear visual picture. The idea came from first taking an optional NZSL class at intermediate school. I found the visual, kinesthetic, hands-on learning style flowed well with how I think and how I process information.

***"This diagnosis has lifted such a mental and emotional toll."***

**In preparation for uni, I am learning how to touch type, and have bought fidget toys to help with my restlessness** (Tangle, Infinity Cube, chewable jewellery aka 'chewlery', and Crazy Aaron's Thinking Putty). I also hope to get accommodations – my assessor recommended I use a reader, writer (or computer), and have extra time for all exams, assessments and tests. Sadly, I didn't get accommodations at school because I hadn't realised I was dyslexic, so this got very stressful around exam time.

**I was so grateful to receive a \$300 subsidy from SPELD NZ to enable me to have an assessment.** Knowing I'm dyslexic fuels self-acceptance and starts deep conversations. I can now reconcile and heal from my past struggles. The negative self-talk has finally lessened and I am joyfully dyslexic.

***Thinking about university? Read about the experiences of students with specific learning disabilities on pages 4 - 7.***

# Our People

## Word from the Chair



Kia ora koutou katoa

We are in the midst of a pandemic that has really started to bite since the last issue of *The Record* came out. I hope that you and your whānau are safe and well. I am confident that science and following the Ministry of Health advice will see us through to the other side of Covid-19. SPELD NZ will remember its 50th year, but I

suspect that history will remember 2021 for other reasons.

As you will be aware, National Office staff were in lockdown for some time and I thank them on behalf of the Board for their continuing great work. Half of the Board are also based in Auckland, which has made life difficult for them as well. The Board members have been meeting via Zoom on a monthly basis.

The main theme for this issue of *The Record* is tertiary education and we showcase some great profiles of students who have chosen university study. We also have much

encouragement from two of our largest universities: AUT in Auckland and Victoria University of Wellington. As we all know, having a specific learning disability (SLD) does not preclude tertiary study or success in any field or venture for our tamariki. In the modern world of work, they could change jobs and career directions many times throughout their lives. In my view, what's important is to have a purpose and a meaning in your life, whichever path you choose.

SPELD NZ's Executive Officer, Jeremy Drummond, is fully involved in the Tertiary Education Commission's working party to provide better support for the learning needs of tertiary students with SLD. I commend the work of the Commission and will be taking great interest in this government initiative as it progresses.

I wish all our members a very Happy Christmas and trust that you get some well-earned rest over summer. Here's hoping for a brighter year in 2022. Ka kite anō au i a koutou.

Ngā mihi

**Peter Scanlan**  
**SPELD NZ Chairperson**

## New SPELD NZ Board member

I live with my partner, Lena, in Auckland and our two young grandsons live nearby. We enjoy all that Auckland offers, though somewhat curtailed at the moment. I am very interested in history and heritage, reading, films, and our natural environment. We love our extended family and marvel at our grandchildren's early learning.

I joined the SPELD NZ Board earlier this year and have enjoyed learning about the great work SPELD NZ does. My interest really comes from a lifetime of involvement in education. I started out working in Palmerston North as a secondary teacher of geography and social studies, supporting teacher education and teacher associations. I then moved to Auckland to work for ERO. I have since worked for Careers New Zealand, ERO again, followed by a stint at the Museum of New Zealand Te Papa Tongarewa as Director Collections Research and Learning.

I am currently Chief Executive of the Springboard Trust, an education not-for-profit that focuses on the strategic development of school principals. I'm passionate about making the best of our education system and providing excellent opportunities in life-long learning. Being on the SPELD NZ Board connects strongly with that desire to see people reach their potential, and to support their growth and learning.

I've also had a strong community involvement in the arts and heritage, serving as the chair of the Te Manawa

**We all connect  
to this place and  
from this place  
we thrive**



**Dale Bailey**

Museums Trust in Palmerston North, and deputy chair of the Auckland War Memorial Museum, as well as being an Honorary Life Member of Heritage New Zealand.

Learning about the first 50 years of SPELD NZ has made me reflect on the important efforts of our professionals, volunteers and staff to grow it into what it is today. Thank you to all who have contributed so much over those decades.

# Training

## SPELD NZ Assessor Course 2022

For details on all our training programmes, see the SPELD NZ website Training page:

[www.speld.org.nz/our-services/training](http://www.speld.org.nz/our-services/training)



*“Judith’s knowledge is impressive, and her passion engages the learner.”*

**Could you be the one to lift the lid on why someone is struggling to learn and provide them the pathway to success?**

Applications are now open for our 2022 assessor training. This training is in two parts. Part A provides training in the administration and interpretation of the Woodcock-Johnson IV test batteries and the assessment of those with specific learning disabilities (SLD). Those wishing to become a SPELD NZ Assessor may be invited into the Part B mentored programme. Training subsidies may be available to help cover the cost of training. (This training is not an NZQA-approved course.)

Applications should be received by 31 January 2022. For more information, email [training@speld.org.nz](mailto:training@speld.org.nz)

## NZ Certificate in Teaching Individuals with Specific Learning Disabilities 2022

*“The most informative and positive experience I have ever had in my teaching career of 15 years.”*

This 600-hour, mainly online Level 5 programme (NZQA-approved) is the pathway for those interested in becoming a SPELD NZ Teacher. It is also open to others who wish to extend their knowledge and expertise in teaching or learning about people with SLD.

For further information, email [training@speld.org.nz](mailto:training@speld.org.nz)

## Kōwae Ako/ Online Learning Capsules



SPELD NZ’s stand-alone, evidence-based Kōwae Ako (Learning Capsules) involve approximately six hours of self-driven, online learning. These are ideal for educators seeking greater knowledge on individual topics such as phonemic and phonological awareness.

For further information, email [training@speld.org.nz](mailto:training@speld.org.nz)

## SPELD NZ Introduction to Specific Learning Disabilities



*“Learned valuable ideas to reinforce back in the school setting”  
“Fabulous knowledge. Fabulous stories.”*

Our introductory course gives great insights into what it is like to have an SLD. It also offers constructive, practical strategies to help these learners in the classroom and at home.

This two-day course is Level 3 NZQA-approved and ideal for anyone with little or no prior knowledge of SLD. Families and educators are all welcome. Training subsidies may be available to those with classroom teaching qualifications. Become a SPELD NZ Friend member for \$40 (tax deductible) and receive an enrolment discount, plus other benefits.

SPELD NZ’s website will list dates of 2022 ISLD courses when they come to hand. If you are interested in a course for your area, please contact us as they may be run according to demand.

For more information, email [support@speld.org.nz](mailto:support@speld.org.nz)

# Feature

## Thinking about university?

**Entering tertiary education may seem like a daunting prospect, particularly if you have a specific learning disability (SLD). But the strong message from universities is that having an SLD shouldn't deter you. Numbers are growing, as SLD students make the most of technologies and other accommodations to help level the playing field. Here's how two of New Zealand's largest universities can help.**

### Auckland University of Technology (AUT)

More than 1400 students with learning disabilities studied at the Auckland University of Technology in 2021. AUT offers tailored and personalised support. Dedicated staff work with students and faculties to create academic accommodation plans that identify a student's needs and put in place strategies to support them.

For students already diagnosed with a specific learning disability, it is helpful for staff to see an assessment report to ensure they can provide the best support. If the report was done when the student was younger, AUT recognises that a lot of growing up has occurred and new techniques and strategies may have been applied. Often, students are referred by academic staff who notice they are not continuing to succeed in their course or programme of study. If a student has never had a formal diagnosis, AUT can do a LADS screening test at its Student Hub. They then consider whether further formal assessments need to happen, and support students to access this by providing funding for assessment and organising appointments.

***“For many new students, the same support strategies they had in place at secondary school work well.”***

For many new students, the same support strategies they had in place at secondary school work well. AUT can provide reader-writers to support their learning based on student preference and capabilities. This is particularly helpful in the first few months of study or when students approach the end of the curriculum when content and discipline expectations grow. AUT also offers help and strategies for accessing lecture content and notes, such as providing notes online or using a note-taker. Also on offer are alternative arrangements for assessments and exams, such as extra time or use of technology within assessments.



Increasingly, AUT is seeing students enter higher education with access to technology and the ability to maintain a level of study independence. The university helps with the transition into the platforms and tools used at AUT, primarily the Microsoft toolset along with other specialised software. In Semester One 2021, AUT provided 89 students with a license for Sonocent AudioNotetaker. Students who struggle to focus in class and cannot transcribe their own notes benefit from this technology. Sonocent supports them by recording and annotating their lectures for them. Another helpful tool is Read Aloud. This text-to-speech application helps students verbalise web pages, news articles, assignments, documents and eBooks. The Microsoft Office 365 suite provides additional functionality to support SLD students. They can use OneNote to organise their notes and save mixed media. Dictate helps to convert speech to text, while Editor, an AI-powered tool, supports writing skills by reviewing spelling, grammar and style. AUT also provides hardware such as ergonomic keyboards, noise-cancelling headsets, iPads and smart pens.

To find out more about AUT's Disability Support Services, contact [disability.office@aut.ac.nz](mailto:disability.office@aut.ac.nz) or call (09) 921 9210.

SPELD NZ is now on LinkedIn! Please show your support by following us and sharing our posts and articles: [www.linkedin.com/company/speld-nz](https://www.linkedin.com/company/speld-nz)

Meanwhile, SPELD NZ's Facebook page has more than 5300 followers. A big thank you to all those who have helped us grow our social media presence. Our Facebook page is open to everyone and we always welcome your reactions, thoughts, comments and sharing of our posts.



**Each year Victoria University of Wellington (VUW) sees more than 2000 students with disabilities. About a quarter of those have an SLD and this number is steadily growing.**



Rachel Anderson-Smith, Manager of Disability Services at VUW, says the university welcomes the increasing diversity in the student population. Although they still see the occasional student with an undiagnosed SLD, she says this is happening less often. Earlier diagnosis, and greater support and acceptance, means that many students with SLDs now arrive with a positive view about their ability to learn. Along with good self-awareness and an openness to trying new strategies, this makes for a smoother transition to university life. They may also come with strong expectations, not only of themselves, but also of the services they will receive. Rachel sees this as a challenge for her team to embrace.

As well as working with students, VUW's Disability Services plays a role in making sure the university environment is fully inclusive – not just the physical environment, but also university policies and practices, and the design and delivery of teaching. This includes working with academic staff to ensure courses are accessible to all students (for example, checking that online courses will work with the adaptive technology used by students with SLDs).

As a new student, your first involvement with Disability Services at VUW would usually be a meeting with a Disability and Inclusion Adviser. They would become your key point of contact with Disability Services. Together, you would identify the best way to fit your strengths and difficulties with the specific demands of the teaching and assessment style of your courses. To identify your areas of need, VUW prefer a prior diagnostic assessment such as a

Woodcock-Johnson report. However, they do take into account evidence used by schools for SACs (Special Assessment Conditions). Disability Services also do screening and if SLD is indicated, they can refer a student for an assessment.

Once you have jointly developed a plan, Disability Services can advise the academic staff of any additional inclusive teaching strategies that would be useful for you. You'll be encouraged to keep in touch with your Disability and Inclusion Advisor, and provide feedback on your experience so your plan can be adjusted as your needs change. At the end of the trimester, you'll meet with your advisor to discuss your progress and the support you received – what worked and what didn't, and how things can be improved for the next trimester.

***“Greater use of adaptive technology often provides a real breakthrough for students with SLDs.”***

Along with strategies for more efficient ways to learn, greater use of adaptive technology often provides a real breakthrough for students with SLDs. *Read&Write* software is available at the university and many students find it invaluable. *Read&Write* is a toolbar with literacy-support features to help you engage with and produce written content. Although some prior experience would be helpful, Disability Services provides training for those who are not already confident users of adaptive technology. Note takers are also available if this is the best option for you. And all students registered with Disability Services can use the Access Suites on campus. These are quiet, well-equipped spaces where you can rest or study.

Disability Services can also put you in touch with other university services like Learning Support, Student Counselling or the Careers and Employment team. They can help you connect with other students and with academic staff. When you are closer to graduation, they will partner with Workbridge and Careers and Employment to help you find inclusive employment opportunities.

To find out more about VUW's Disability Services, visit [www.wgtn.ac.nz/disability](http://www.wgtn.ac.nz/disability) or call (04) 463 6070.

**By SPELD NZ Assessor, Genevieve Blake**

**Former SPELD NZ student, Dr Kyle Whitfield, now works as a manager at the Ministry of Justice in Wellington. He began his academic journey with a Bachelor of Business Studies and went on to do two postgraduate diplomas, two master's degrees and finally a Doctor of Business Administration at the University of Otago.**

**I found primary school extremely challenging.** I don't think teachers were equipped to deal with dyslexic students and didn't have the time or resources 'back in the day' to provide more specialised help. By the time I was in Year 5, I was teased about being slow and dumb when completing my classwork and failing spelling and language tests. This has had a significant impact on me. I still get the feeling that I'm inadequate and can feel like an imposter in my work and academic life. It's something that I think I'll need to work on for the rest of my life. With SPELD support, things were improving by the time I went to high school and I was determined to better myself – whatever that meant.

**I entered the SPELD programme in 1991/92 when I was around nine years old.** I had an excellent SPELD teacher, the late Susan Mclean of Whanganui. I went to Susan every week right up till I was 17 years old. I had a lovely friendship with Susan right to the end of her life. She even proofread my first master's degree thesis. We formed a very special bond, and she always encouraged me to do my best. I'm extremely supportive of organisations like SPELD in helping those with learning difficulties. They do make a difference in people's lives.

***"To my absolute detriment, I didn't ask for extra help."***

**I love tertiary study. You pick a qualification/area of interest that you want to know more about and go study it.** Being 18, living away from home for the first time, being an introvert, I found my bachelor's degree years very challenging. My grade average for my bachelor's degree was C+. Everyone used to say 'Cs get degrees', but for me, passing a paper and getting a C was a big deal. Moving into postgraduate studies, my grades improved. I think that was because I was really interested in what I was studying. It's amazing to know how much of a difference this makes. The reading and writing demands do increase – quite substantially when you're doing postgraduate. I had a good friend who used to proofread my assignments, which helped enormously.

**To my absolute detriment, I didn't ask for extra help (readers/writers/notetakers/extra time) at any stage while at university.** In hindsight, I should have, but I wanted to do this by myself. I do not recommend this to budding students. Seek and accept the help. That's what it's there for. Don't be stubborn like me. I was a management and politics tutor while I was undertaking my



doctorate and I saw first-hand how much the learning service at Otago University helped students. Otago offers a fantastic service to students with learning difficulties, and I always gave extra attention to students who told me they had learning difficulties.

**I always wanted to get to the top of the academic tree and complete a doctorate but never felt that I could research and write a thesis of 60,000 to 100,000 words!** Ahh, words! Also, it's not like writing an email; it's a doctoral thesis that has to be perfectly written, with sentence structures and big words. Moving to a doctorate is another massive step up in your learning experience. I'd been employed pretty much through all of my postgrad and doctoral studies, so I had gained 'real world' experience, which I wanted to put into 'academic world' language. In a lot of ways, it's like placing a square peg in a round hole. For me, stepping into this new world, organisation was the key. Being upfront with my supervisors from day one was also essential. Before they took on the doctoral challenge, they also needed to know the learning issues I faced. Neither of them seemed

# Feature

## Doing a doctorate with dyslexia (continued)

concerned. They were extremely supportive and encouraging, and I never felt that I wasn't worthy of studying at this level – they even made it an enjoyable experience (for the most part).

**Even now, I can still have issues spelling and writing. I can get very flustered – I call these my 'brain fart days' – when things just don't seem to compute or connect in my head.** Why I chose a career that requires me to do writing I'll never know. I am very open with my employers about being dyslexic; some are happy to help, offer support, and provide workarounds. Others are less willing.

**My brain works differently than a lot of people. I'm a**

**sponge, I soak up information.** I love learning new and exciting things, but I have to take my time to absorb it all. Knowing your individual learning style is important. Know how your brain functions, and what makes it click.

**I would tell my younger self, don't ever give up.** You might have to work that extra bit more and study longer for the exam, but you can do it. You can be the person you want to be. You can have the career you want. It's going to take a lot of hard work, probably more hard work than your friends and siblings, but it's worth it. It's also important not to measure yourself against your peers. We're all individuals and being dyslexic is no different; it makes you you!

## Easing the way

**Macallum Burrows works as the Logistics Manager at Eat My Lunch, a Buy One, Give One social enterprise that has provided over 1.7 million lunches to Kiwi kids in need. Macallum discovered a passion for social enterprise and entrepreneurship in his first year of study. He graduated from AUT at the end of 2019 with a Bachelor of Business in Management & Entrepreneurship and Innovation.**

### How did dyslexia affect you at school?

I was diagnosed with dyslexia in Year 3/4 at primary school. Dyslexia affects my literacy skills. I am very slow at reading and struggle with spelling and writing. My numerical skills are not affected at all. During primary school the support I received was tutoring outside of school and extra reading support. In the later years of primary school, I was allowed to use a laptop, which helped with my speed of writing and spelling accuracy.

At high school, the support I had was a laptop for class, extra time during exams and a reader-writer from Year 10 onwards. When I was assessed for a reader-writer, this support helped boost my grades by on average 20 - 30%.

### How did you get involved with AUT's Disability Support Services?

I heard about AUT's support through a uni staff member I know. I reached out via email and very quickly met with the Support Services team in my first month on campus. During this first meeting we discussed the support I had during high school as well as options that AUT offered.

### What support did you access?

I received a reader-writer for exams and extra time – similar to high school. This was a huge help. A reader-writer allowed me to ensure my work was grammatically correct and that the sentences made sense. I also had more time to proofread my work and make sure I was 100% happy with my work before submitting it. I also had a note taker in lectures. This was a huge help as it took the stress out of trying to keep up with notes and meant I could focus on listening and learning the content. I would then review the notes. Access to support software also



helped me with spelling, grammar and typing and made completing uni work much easier.

With the use of a laptop and extra time to check my work (either through rereading or having it read aloud by the computer) I'm now able to pick up on 99% of my own mistakes and correct them. This has come from a lot of practice, especially at uni. I've also learnt the common areas where I make mistakes and where I need to check carefully.

**Lois Wells, SPELD NZ 's longest-serving teacher, looks back on nearly 40 years at the coalface.**



**I went to Teachers' College in 1958 and worked in Christchurch secondary schools for 12 years.** My journey with SPELD began as a result of discussions with Reading Recovery teachers. I realised that the students, mainly boys, whom I'd been asked to take for School Certificate, could never have passed because their reading ages were so low. And, of course, they hated reading. Their self-esteem was also low, and a number wept on my shoulder, lamenting that they weren't good at anything. This made me start to search for answers.

**In 1983, I happened upon SPELD training, which opened my eyes to a whole world of problems I'd previously been blind to.** I was very fortunate to enrol in one of the last courses taken by Dr Jean Seabrook who was a tower of strength and always gave her time to support teachers and answer questions. Teachers like me were eager to learn new ways to help our students. There were regular teacher discussion groups, and conferences and workshops that provided opportunities to learn from speakers and colleagues.

**I soon discovered that once the reading problem was overcome, students were able to show their real ability and often it was phenomenal.** Many had interesting hobbies and passed courses in that subject. Two of my students undertook university study and came out with first-class honours. Another who did courses in health and

safety was amazed to find that most of his fellow students were university graduates. When he passed, he was qualified to inspect organisations for health and safety requirements anywhere in the world, at a salary many times higher than I ever earned as a teacher!

**During the 1980s and 1990s, parent groups were very active and keen to learn how to help their dyslexic children.** There were always raffles and sales tables to raise funds for the work. These gatherings brought teachers and parents together and helped build up camaraderie. I am indebted to my colleagues for their support and encouragement, as teaching one-on-one can be quite lonely.

**In 1991 I began writing articles about SPELD for the 'Parent and School' magazine.** Later, editor Diane Grant suggested putting some of the articles into a book form. *I'm NOT Stupid, Lazy or Dumb: Aspects of Specific Learning Disabilities* was published in 2003 to help people understand how some children, especially those with dyslexia, learn differently and need to be taught differently.

**In 2002, the Ministry of Education began requiring the registration of specialist education courses with NZQA.** A flurry of activity began in Canterbury to register our teacher training course written by Fay Coxon. Noeline Tennant took on the task of putting it into the prescribed format and completing any gaps in the required information. Hours were spent checking the multiplicity of forms required. Then came two annual internal audits involving almost every member of SPELD Canterbury. Students, parents and new teachers were interviewed, and every aspect of the course was written up. After these two successful NZQA audits, SPELD Canterbury realised it lacked the funds to pay for continuing audits. The training was offered to SPELD NZ as a national entity, which then registered the organisation as a private training establishment with NZQA accreditation.

**Today, with the centralisation of SPELD NZ, the organisation has become a much more united and professional unit, which has led to an excellent standing in the community.** SPELD NZ has come a long way in 50 years, and we can be very proud of how it's developed.

**SPELD NZ recently awarded Lois Wells Life Membership to honour her outstanding service.**

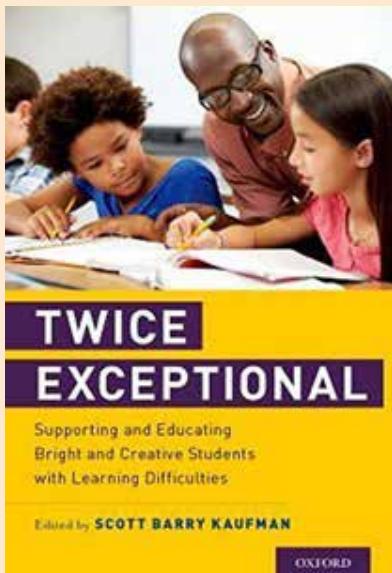
**Lois has created her own vocabulary website [www.englishvocab.co.nz](http://www.englishvocab.co.nz) which is well worth exploring. She has a strong interest in words, inspired by her previous study of Latin and her current studies of Hebrew and Greek.**



# Books

New to the SPELD NZ library

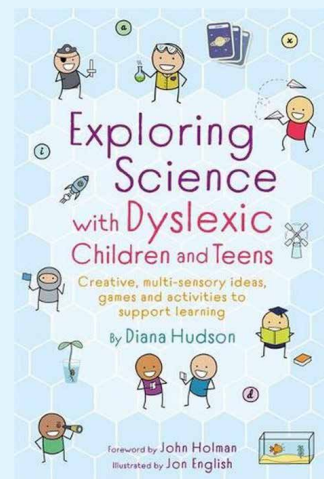
***Twice Exceptional***  
*Supporting and Educating Bright and Creative Students with Learning Difficulties*  
Edited by Scott Barry Kaufman



Schools are often ill equipped to cater to the unique learning needs of twice-exceptional (2e) students. Their extraordinary potential may not be recognised or explored. This book provides evidence-based approaches to creating an environment where 2e students can thrive.

Leading experts offer holistic insight into identification, social-emotional development, and advocacy for 2e students. Chapters include a focus on 2e students with autism, dyslexia and ADHD, highlighting practical recommendations for school and social contexts. This book makes a case for greater flexibility in our approach to education and a wider notion of what it means to be academically successful.

***Exploring Science with Dyslexic Children and Teens***  
*Creative, multi-sensory ideas, games and activities to support learning*  
By Diana Hudson



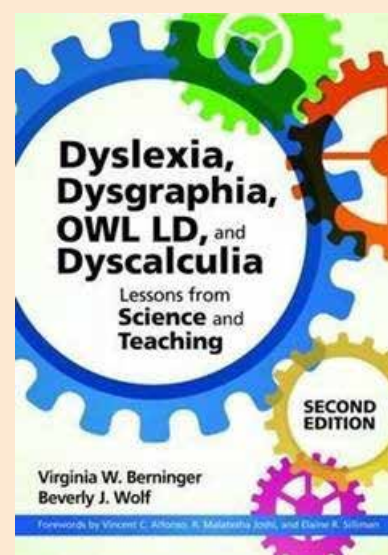
This book is a collection of ideas, activities and approaches for science learning to support students aged nine and over with learning difficulties. It's aimed at parents and teachers looking for ways to help them grow in confidence, recall and understanding. The book includes mnemonics, art, drama and poetry activities, board and card games, and more. English author Diana Hudson says the activities will help creative thinkers who learn differently to take alternative approaches to tricky topics. "Whether you want to get creative, play a game or try out a fun experiment, you can dip in and out of the activities to suit your student," she says.

Diana has taught science for more than 35 years and is also trained to teach students with learning difficulties. Three of her children have been diagnosed with dyslexia or dyscalculia and she herself had a diagnosis at age 50.

***Dyslexia, Dysgraphia, OWL LD, and Dyscalculia***  
*Lessons from Teaching and Science*  
By Virginia W. Beringer & Beverly J. Wolf

How can teachers provide effective instruction for students with learning disabilities while meeting the needs of all students? The second edition of this accessible text gives educators research-based answers, from two highly respected voices in the field.

The book covers four learning disabilities that require differentiated instruction - dysgraphia, dyslexia, dyscalculia, and oral and written language learning disability (OWL LD). It prepares educators to deliver explicit and engaging instruction customised to the needs of their students. Critical insights from diverse fields blend with lessons learned from actual teaching experience, making this suitable as a pre-service text and an in-service professional development tool.



# Student Contributions

## Lockdown Learning

### *Do you prefer lockdown learning or normal school learning?*

#### Home school

I like home school because you get food when you like and you only have to do school for 4 hours. Home school also gives you the chance to be one on one with mum or dad. I think you'll learn more during home school because you get to do things like home economics or cooking technology. The class is quieter on Zoom because the teacher can just mute you.

Not all families can work with home school because the mum or dad still has to do work as well as being a teacher. You are not learning new things at home and all the learning is just to keep you busy. Schools cannot sustain home learning because they cannot see whether the child is learning or not. If there is no supervision the children may not actually be doing the work resulting in no work being done.

#### School

Things that are better about school for the teachers is that the teacher can see if you are doing your work. My number one highlight is there are more kids to make more teams which means the sports are definitely more fun. Another advantage of school is that people from the outside can come in to do things like science experiments and other things like that. When you are at school you have different things to do so it's really fun and it keeps you interested. It means you don't get bored of having the same things over and over and over again.

### *Fergus's A-Z from his lockdown home learning*

**A** Annoying everything and everybody.  
**B** Being tortured by having to practice guitar  
**C** Complaining  
**D** Doing nothing in particular  
**E** Eating bagels  
**F** French knitting  
**G** Going bonkers  
**H** Having lots of school work  
**I** Inundating my family with questions  
**J** Jumping around the woodpile  
**K** Kicking a ball  
**L** Lots of tv  
**M** Mucking around

By Fergus Byrne (9)



School is not always good and perfect because of things like, you have to do 6 hours of school instead of 4. You might have a big class and you have 1 on 31 instead of 1 on 1. Your school teacher may not like a subject and that results in not doing it much. There is a higher health risk generally if you go to school such as tummy bugs, covid-19 and other crazy viruses. The class is louder because it is hard to mute a kid without having duct tape.

I think that home school is much better than normal school learning. I think there should be no school.

**N** Not minding my own business  
**O** Objecting to doing any work  
**P** Procrastinating  
**Q** Quarrelling with everybody and everything  
**R** Running with Dad  
**S** Stop motion with Lego  
**T** Taking Nala for walks  
**U** Unlimited things to do  
**V** Vaccines left right and centre  
**W** Watching The Simpsons  
**X** Xmas planning  
**Y** Yelling for help while doing guitar  
**Z** Zooming with the class

# Student Contributions

## Adrift

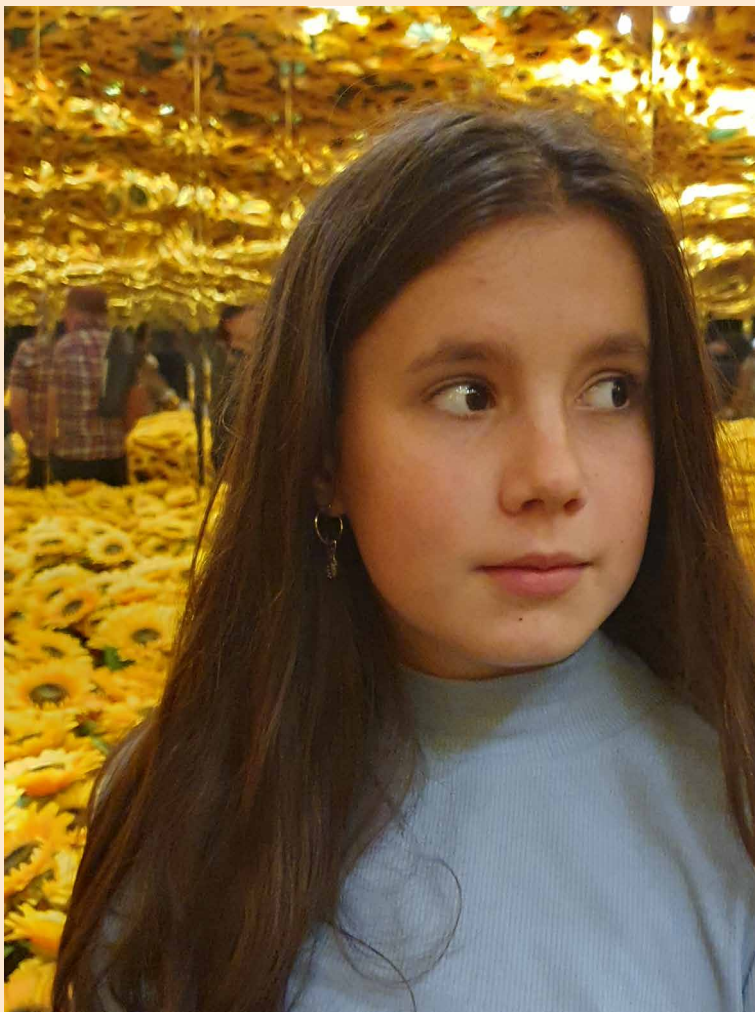
Waves crashed up against the side of the boat, knocking the man from one side of the boat to the other like a ping pong ball. After minutes of panic, he was brought back to earth by a meowing sound. Carefully he lifted the flap of the boat and inside was a little ginger cat. His first thought was, "what a beautiful cat," but a beautiful cat did not belong inside a stranger's boat in the middle of the ocean.

After a few minutes, the thunder struck again. The storm was getting closer and closer with every passing second. He had to do something but being lost in the middle of the ocean was not the easiest place to do something. Suddenly the man felt a tickle on his leg. He looked down to find the same cat from earlier. The cat danced from side to side of the boat, avoiding the water with a very angry look on her face. This distracted the man for only a moment before the thunder and lightning crashed down at the same time.

The storm was here. The man struggled to stand against the bold wind which threatened to throw him overboard. The man grabbed the cat and flew under the flaps of the boat. After the seconds turned into minutes and the minutes turned into hours, he felt the boat stop.

The sudden jolt of the boat stopping threw both the man and the cat out of their hiding place. Fearing the worst, the man crept out of the boat, only to find his boat washed up to shore. The man retrieved the cat and began looking for signs of life on this newly discovered island. After hours of searching, the man heard a strange but familiar buzz overhead. He looked up and discovered a helicopter floating down to rescue him. The end.

**By Caitlin McGrath (13)**



*Caitlin's SPELD NZ Teacher, Philippa Winch, says, "Caitlin is an incredibly hard worker who is making amazing progress. I am so proud of her!"*

## Life with Braces

I have had braces for the past year and a half. Having braces every day for a couple of years is really difficult sometimes. When you go out for dinner, lunch or breakfast some things on the menu are prohibited because they could break your bracket in your mouth and you have to replace it as soon as possible. Sometimes brushing my teeth and getting in some spots is frustrating. Brushing my teeth at night is sometimes really annoying because often food gets stuck in awkward places in your teeth and it takes a lot of effort and time to get it out. My experience with having braces has been hard and painful at some points.

I can't wait to have my braces off. I am looking forward to going to the supermarket and not worrying about what will break my brackets. I can't wait to go to a restaurant and order whatever I feel like. When my braces are off, I won't have any more aching in my teeth. I also won't have wires in my mouth poking my gum sometimes. Although I still have braces on for a couple of months, I am excited about them coming off.

**By Ryley Kearns (15)**

# Thank you!

## Thank you to our sponsors

From everyone involved with SPELD NZ, we'd like to express our thanks and appreciation for the grants, donations or other assistance we have received over the past 12 months:

Acorn Foundation, ANZ NZ Staff Foundation, Auckland Airport Community Trust, Auckland Sunday Football Association, Bay of Plenty Community Legacy Fund, Bernard Chambers Charitable Trust, Betty Campbell Trust-Wellington City Council, Beverly Burns, Brendon Jaine Jewellery, COGs, Community Trust South, David Ellison Charitable Trust, David Hammond, D.V. Bryant Trust, Eastern and Central Community Trust, Estate of Gordon Lindsey Isaacs, Foundation North, Freemasons Lower Hutt Lodge No 299, Four Winds Foundation, George Brown Charitable Trust, Gwen Malden Charitable Trust, Hawke's Bay Foundation, Invercargill Licensing Trust, Invercargill Licensing Trust Foundation, Lindsay Foundation, JBS Dudding Charitable Trust, James and Edgar Hazlett Trust, JN Williams Memorial Trust and HB Williams Turanga Trust, Julie Goodyer, Karen Radich, King's College Trust, Kathleen Dorothy Kirby Charitable Trust, Kingston Sedgfield (NZ) Charitable Trust, The Lion Foundation, Lottery Grants Board, Luci Carter, LW Nelson Charitable Trust, Manchester Trust, Margaret and Huia Clarke Trust, Mary Lloyd SPELD Auckland Trust, Mt Wellington Foundation, The Network Tasman Trust, Nikau Foundation, One Foundation, Onlearn LMS, Otago Community Trust, Page Trust, Phillip Dallow Dyslexia Trust, Rātā Foundation, Redwood Trust, Riccarton Youth Trust, Roy Owen Dixey Charitable Trust, Sky City Hamilton, TECT, The Community Trust of Mid and South Canterbury, Thomas George Macarthy Trust, Toi Foundation, Vernon Hall Trust Fund, W. Duncan Bickley Trust Fund, Wellington Children's Foundation, Wellington Community Trust, West Coast Community Trust, The Winton and Margaret Bear Charitable Trust, and the many others who have given donations or volunteered their time.

## Give the gift of literacy to a child in need



SPELD NZ is a not-for-profit organisation and receives no government funding. We're continually fundraising to maintain our daily operations and help subsidise our services for those who would otherwise struggle to afford them. Your donation could provide the precious opportunity for someone to be assessed and receive the one-on-one tuition that could transform their life. All donations over \$5 are tax deductible. For more information, see our website [www.speld.org.nz/donate](http://www.speld.org.nz/donate) or email [fundraising@speld.org.nz](mailto:fundraising@speld.org.nz)

## Dyslexic dad gives back



**Brendon at the Queenstown Arts and Crafts Market with his children Sefton, Scarlett and Sienna**



**Ngā mihi nui ki a koe to Southland jewellery maker, Brendon Jaine, who auctioned two of his pendants to raise \$188 for SPELD NZ to mark Dyslexia Awareness Month.**

**Brendon's partner, Anna, writes:** "Brendon, his father, and his 9-year-old-son Sefton are all very clever and good with their hands. However, they have all had a hard time at school. Brendon can read short things such as text messages but is unable to read news articles or much online. However, he is a creative genius and can fix or build almost anything. He's been making paua and glass jewellery for 15 years now, in the last 10 years supporting his family with his art. He hasn't been officially diagnosed with dyslexia, but when his son Sefton was, he recognised it in himself. Sefton is now receiving support through SPELD NZ and from his primary school. Sefton is also very clever with his hands, and can build and fix toys, huts and almost anything he finds interesting. He loves tinkering with his dad in his amazing workshop."

**You can read more about Brendon and his jewellery at <https://bjaine.nz>**