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THE RELATIONSHIP BETWEEN SPELD AND SCHOOLS IN NEW ZEALAND

A thesis presented in partial fulfilment of the requirements for the degree of
Master of Educational Psychology

at Massey University, Auckland,
New Zealand.

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2010

Abstract

This research investigated the relationship between SPELD teachers and classroom teachers from the Wellington region. A key issue identified in a 2009/2010 evaluation of the SPELD New Zealand organisation was the lack of effective collaboration between SPELD teachers and individuals in the education sector. The present study sought to identify what supports SPELD and schools to work together, what factors restrict the relationship between SPELD and schools, and how can collaboration between SPELD and schools be enhanced. Using a case study methodology, this research investigated SPELD teachers' views and experiences about their relationships with classroom teachers and the schools in which they operate and classroom teachers' views and experiences about their relationships with SPELD teachers and the SPELD organisation in which they operate. The study found that while there were a number of positive factors contributing to an effective collaborative relationship between SPELD teachers and school teachers, there were a number of issues restricting the relationship. In particular, issues arose concerning tutoring within school hours and alignment with the work and schedules of existing specialist staff. Suggestions are offered about ways in which collaboration between SPELD and schools could be enhanced.

Dedication

To my grandmother, Belinda, for first introducing me to the work of the SPELD organisation and for her continual support and encouragement throughout not only this thesis but the duration of my academic career. I am eternally grateful for your ongoing belief and optimism in this project.

Acknowledgements

To my mum, Penny, and my grandfather, Frank, whose support and involvement throughout my academic career has allowed me to succeed as far as I have.

To the participants of this study who took the time to share their experiences and stories with me. I am privileged to have had the opportunity to work with you all.

Finally, to my supervisors, Dr. Jean Annan and Jayne Jackson for their continual advice, support, and encouragement. Without you both this thesis would not have been possible.

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