



SPEC ®
South Pacific
Educational Courses

Learning for the Future

LEARNING FOR THE FUTURE



Thinking

Relating to Others

Using Language, signs and symbols

Managing Self

Participating and Contributing

www.spec.org.nz

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Success

Kia ora,

My name is Carolyn Baines, a passionate teacher who has always had a great compassion for young people who are struggling to achieve. As a Deputy Principal I was always looking for different ways to engage students, particularly those who presented challenges, and for whom our existing system wasn't working.

I left teaching in 2008 and started to write programmes that were focused on the development of competencies, and that provided a flexible framework that would meet the learning needs of any student. We have two programmes that have been NZQA approved to lead to two New Zealand Qualifications that young people can achieve when they reach high school.

The New Zealand qualifications are both at Level 1 and have a focus on developing competencies.

This is very exciting as these are the all important life and work skills needed to successfully transition into life after school, whether that be into the world of work, or onto further study.

The New Zealand Certificate in Foundation Skills Level 1 is aimed at young people who need to re-engage with learning and who may have low literacy and numeracy skills and be struggling in the current system.

The other is the New Zealand Certificate in Skills for Living for supported learners.

This qualification is for young people who function at Level 1 of the New Zealand curriculum and who are likely to remain at the lower levels of the NZC for their entire school life and beyond.

This particular qualification is relevant and meaningful to young people who will require ongoing support with their learning.

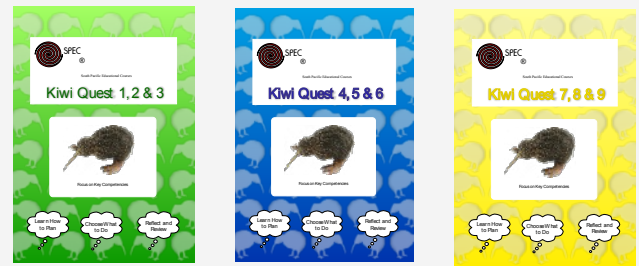
I was approached in 2010 by the RTLB service and other professionals, to write a programme for primary/intermediate students, to provide an exciting intervention at an earlier stage in a student's educational life that may provide a more successful outcome and to continue that success when transitioning to high school. The SPEC programmes offer a broad yet balanced and structured approach that also encourages students to be an active part of all aspects of their learning. This in turn increases self motivation and sense of self worth.

The primary/intermediate programmes provide a scaffold that could potentially lead to one or other of the New Zealand qualifications at high school should the student continue to need an alternative pathway in order to achieve success.

Programmes for Primary/Intermediate

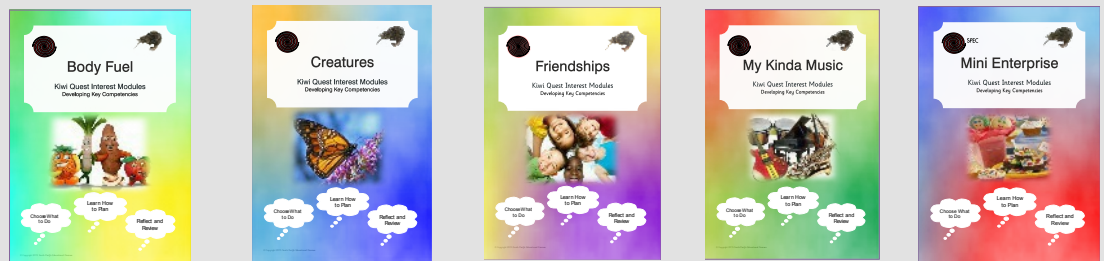
Kiwi Quest

The Kiwi Quest workbooks 1, 2 & 3, 4, 5 & 6 and 7, 8 & 9 were designed around topical subjects, fun in their appearance and offering a choice of tasks to complete. Each workbook offers three certificates.



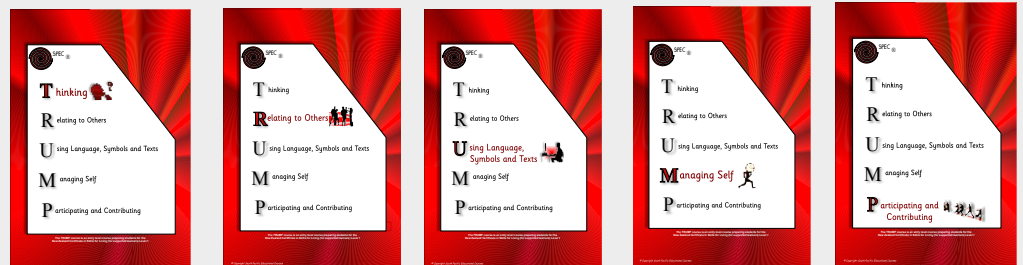
Kiwi Interest Modules

The Kiwi Interest workbooks have a specific topic and again offer a choice of tasks. Each workbook comes with a certificate.



T.R.U.M.P

The TRUMP Programme is written to support learners who are operating at Level 1-2 of the New Zealand curriculum. This programme requires a primary or intermediate school to become a discretionary SPEC member with an small annual fee.



Reading Scheme

The Reading Programme is written to support learners who have had several attempts at reading and are still not finding success. This is a structured and fun approach, with a sequential story that motivates a wide range of age groups. It does not have a specific reading age attached as its' focus is to encourage reading.



Kiwi Quest

The Task Titles for Kiwi Quest 1,2 & 3 are:

Who am I?
My Favourite Things
Creative Arts
Caring for Others
Our World
Fun and Friends
Making Stuff
Being Active
Free Option



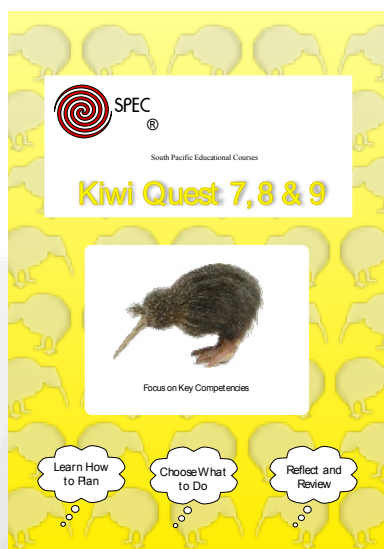
The Task Titles for Quests 4, 5 & 6 are:

So you think you can Dance?
Friendship Breakers
Prepared to be Amazed
Games Galore
Wise up World
Sensational Seasons
Culture is Cool
Keeping Selves Safe
Free Option



The Task Titles for Quests 7, 8 & 9 are:

Fascinating Facts
Cool Clothes
Hauora
Consequences
What Do I Value
Preparing for Change
Rules for a reason
Positive Me
Free Option



Sample pages from Kiwi Quest 1, 2 & 3

How to Record the Quests and How you get your Certificates Kiwi Quest 1

T	R	U	M	P

Completed date: _____ Teacher: _____

Signed Student: _____

- Complete 3 orange boxes to receive a certificate for "Thinking".
- Complete 3 yellow boxes to receive a certificate for "Relating to Others".
- Complete 3 red boxes to receive a certificate for "Using Languages, Symbols and Texts".
- Complete 3 green boxes to receive a certificate for "Managing Self".
- Complete 3 Blue boxes to receive a certificate for "Participating and Contributing".
- When you have completed ALL 15 tasks you will receive the Kiwi Quest 1 Certificate.

You can achieve Kiwi Quests 1 2 and 3 in this workbook. The tasks you choose to do will be:

easy, something you may have tried before, situations or people you know very well, small groups, things you are already good at. You can record skills that you can already do.



Students enjoy the reward for small steps and these certificates are a fun way of recognising small achievement towards a larger goal.

On page 16 there are a colourful range of certificates that can be awarded for the demonstration of each Key Competency. These certificates can be used in both the Kiwi Quest and Kiwi Interest Modules to recognise small step achievement.

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Plan, Do and Review



What is my plan

?

What will I do

?



What did I learn

?

6

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1. Choose your task

I am going to.....

2. Learning Goal

I want to learn.....

3. Brainstorm/mindmap the things I need to do.

4. Evidence that I will show (circle or add your own)

Photos Printouts Video Clips Art work Witness statements Creative work

Computer work Wall display Poster Interview Actual item

Parents comments Peer review

Other:

5. REVIEW

Write how you got on. What did you learn?



7

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Caring for Others

T

Design a bedroom for a younger child.

Make a 3D model of the room.



Date Completed/ Signed Teacher

R

In a group make a list of important basic first aid procedures. Check with a qualified person to help you practice these on your group.



Date Completed/ Signed Teacher

U

Design a poster to help prevent accidents in your class.



Date Completed/ Signed Teacher

M

Choose a pet.

Produce a diary or plan of things you would have to do if you had to look after a pet for one week.



Date Completed/ Signed Teacher

P

Become a class monitor for one week and carry out tasks to help your teacher.



Date Completed/ Signed Teacher

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Choice is a Powerful Tool

Choice is a powerful tool for nurturing student ownership, and this crucial element must be embraced if the SPEC programme is to be delivered effectively, and students are to reach their full potential.

Strengths-based practice is a critical focus on advocating for potential, finding the interests, skills, abilities, knowledge, capabilities and capacities of learners - not their deficits.

Our ultimate aim is promoting 'learning to learn and student-centred growth'.

SPEC has developed principles equivalent to the New Zealand Curriculum principles of:

- · High Expectations
- · Learning to Learn
- · Treaty of Waitangi
- · Community Engagement
- · Cultural Diversity
- · Coherence
- · Inclusion
- · Future Focus

Programmes have been designed specifically to allow for differentiation to meet individualised students learning needs, regardless of ability and provide equal opportunities to achieve and record success. Students work at their own level and the learning naturally occurs from their strengths base.

Primarily the teacher's role is facilitating learning, through providing opportunities that build on the personal interests of students.

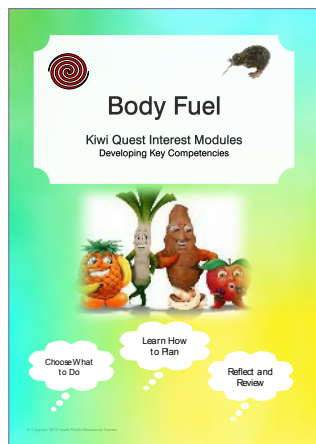
SPEC courses promote learning discussions and feedback is a big part of this, which can lead to increased effort, motivation and engagement of ākonga and next steps for learning.

SPEC courses correlate with RTLB guiding principles of:

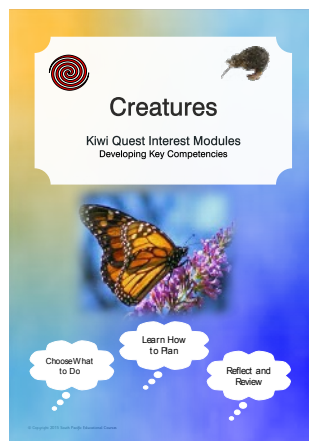
- · Inclusive Teaching
- · Culturally responsive
- · Ecological approach
- · Collaborative & seamless model of service
- · Strengths based
- · Reflective
- · Evidence based (RTLB Toolkit, p. 31-33)

MY VOICE!
CHOICE!

The Kiwi Interest Modules



Simple Meals,
I'm Hungry
Home Grown,
Fact Find



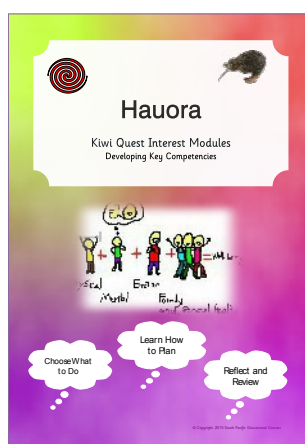
Pond Life
In the Back Yard
Creatures of Imagination
Fact File



Caring Connections
making and Staying Friends
Dealing with Stuff
Fact File



Home Grown Veggies
Herbs
Fruit and Flowers
Fact File



Looking after Myself
How Fit and Healthy are you?
Chill Out
Fact File



Why Choose Horses
Tack and Grooming
Safe and Sound
Fact File



What to do in an emergency.
Keeping Safe.
Being a Good Citizen.
Fact File



Choosing a Pet
Pet Health
Fun and Training
Fact File



A Snapshot
Creative Me
Being a Good Citizen.
Fact File

The Interest Modules



Rongoa Māori
History and Legends.
Performing
Te Reo Māori
Creative Culture
Fact File



Explore Making Money
Advertising
Customer and Team Skills
Fact File



Sing Your Heart Out
Instruments
Creative Music
Fact File



Biking
Looking after my Bike
Skill and Fitness
Fact File



Sports in New Zealand
Being Part of a Team
Individual Sports
Fact File



Team Project
Team Sports
Family Team
Fact File

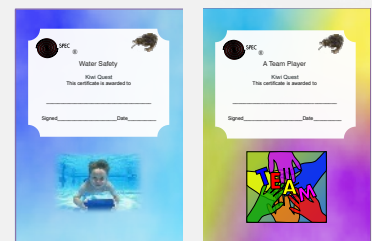


New Zealand
Transport
Transport Uses
Model Making
Fact File



Seashore
Rivers and
Creeks
Safe Swimming
Fact File

Each booklet comes
with its own certificate



All students
must have their
own workbook

Kiwi Interest Modules Sample Pages

Caring connections



T Think of different people you know and put them into groups. For example, family/whanau, schools friends, people who may help you, like your doctor.

R Interview others in your class to find out what sort of activities they do with their family/whanau, friends or other groups.

U Think of words that describe friendships. Either make a word search, crossword or creative piece of art to present the words.

M Produce a short play to show what makes a good friend.

P Show you can be a good friend to someone in your community.

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6

Making & staying friends



T Think of ways or situations where you can meet new friends.

R Choose someone to work with and practice things you could say to introduce yourself to a new friend.

U Look at words/phrases that help with making friendships, and then look at words/phrases that may not be helpful. Discuss these with your class.

M Keep a diary over an agreed time to show what people have done to make you happy and what people have done to make you sad.

P Show you are a caring person at your school by inviting someone new to your friendship group and joining in an agreed activity.

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7



Relating to others is about working and getting on well together. Describe how you have worked together on a task.



12

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Assessment Page

I can do statements . . .

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

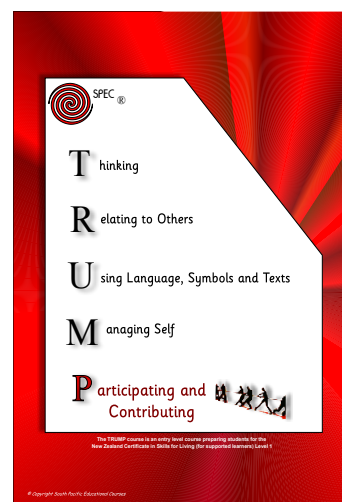
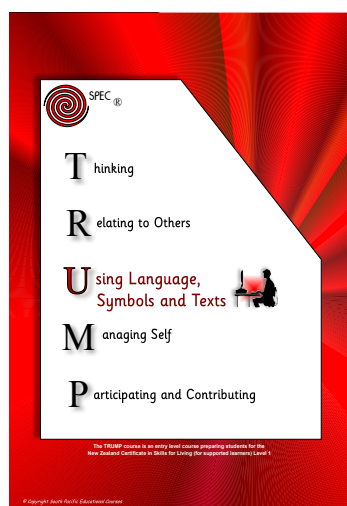
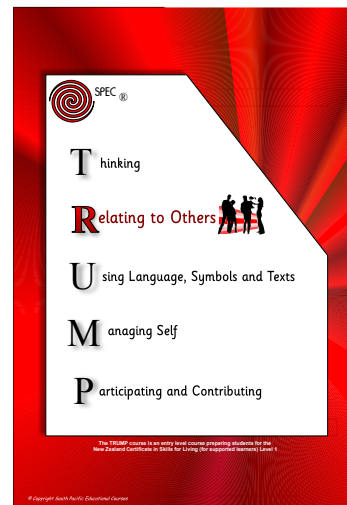
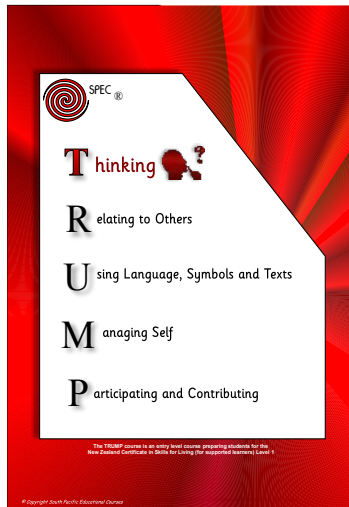
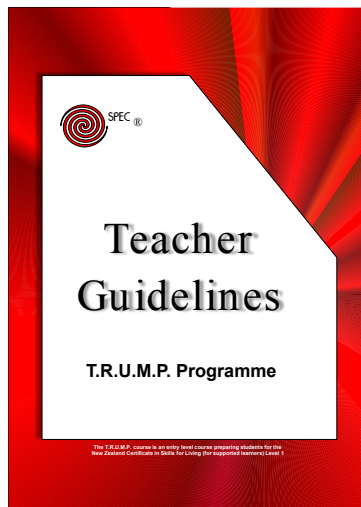
I can _____

I can _____

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The T.R.U.M.P. Programme



Content and Delivery

The emphasis for this programme is based on national curriculum subjects and the development of the Key Competencies.

T = Thinking

R = Relating to Others

U = Using Language, Symbols and Texts

M = Managing Self

P = Participating and Contributing

Use your thinking and problem solving skills to . . .

Relate to others by . . .

Use a form of communication to . . .

With help plan and organise to . . .

Take part in, and helping others to . . .

The T.R.U.M.P. Programme

There are five workbooks in the TRUMP programme, each one has a particular competency focus.

The tasks are written at Level 1-2 of the New Zealand Curriculum. The subject areas match the New Zealand Curriculum document. Section 11 is a free option for students to focus on a passion or particular personal interest.

The programme can be delivered in a primary or intermediate setting.

This programme has the potential to provide a smooth transition to high school, scaffolding skills to prepare students for future learning in the New Zealand Certificate in Skills for Living for supported learners.

The programme provides opportunities to participate with varying levels of support, acknowledging the wide range of learning abilities and disabilities. However it is expected that students will be encouraged, and be working towards a greater level of independence as they progress through the five workbooks.

This programme is designed to take between TWO to THREE years of work, approximately 6 months per booklet, as it has a personal development focus and not just a 'tick the box' I have completed the task scenario.

Modules can be completed individually or run along side each other, however the advice from SPEC based on previous experience of schools, is that no more than two modules should be attempted at any one time.

The Managing Self module requires students to demonstrate more autonomy and therefore Managing Self may be a module that requires work over a longer period of time.



Schools who wish to run the T.R.U.,M.P. Programme are required to have a Discretionary SPEC Membership, (see www.spec.org.nz for details).

All students **must** have their own workbook.

Each module is submitted for an external moderation meeting run by SPEC.

This is a face to face meeting and schools moderate each others files.

Certificates gifted by SPEC are awarded.

Sample Pages from the 'R' Module

Record Page

You **MUST** complete at least **ONE** task from **EIGHT** of the following curriculum areas to achieve the R (Relating to Others) module of the Key Competency Course.

Page No	Curriculum Area	Key Competency R	Signature/Date
6	1. English	Relating to Others	
8	2. Mathematics & Statistics	Relating to Others	
10	3. Science	Relating to Others	
12	4. Health and Physical Education	Relating to Others	
14	5. Technology Materials	Relating to Others	
16	6. Technology Food	Relating to Others	
18	7. Technology Information Communication	Relating to Others	
20	8. Social Science	Relating to Others	
22	9. The Arts	Relating to Others	
24	10. Learning Languages	Relating to Others	
26	11. Citizenship/Current Affairs	Relating to Others	
28	12. Free Option	Relating to Others	
30	Assessment Page	Date Completed:	

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What you need to do ...

1. Choose a Task

2. Think of what you want to learn

3. Think of the steps you need to plan and complete them

4. Collect evidence for your portfolio

5. Say what you have learnt

6. Fill out the 'can do' statements at the back of the book with your teacher

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2. Mathematics and Statistics



Relate to other people by:

- Taking turns in a number game with 2-3 of your class mates. ☐
- Planning a visit to the movies with a friend. ☐
- Making the shopping list for your next cooking class with the help from your Teacher / Teacher Aide/Supervisor. ☐
- Giving simple directions to a partner to get to an agreed destination. For example: Left / right downstairs / other. ☐
- With a partner, identify four objects of different shapes and be able to describe them. For example: Circle / rectangle / square / triangle. ☐

Use the choice to write a differentiated outcome from one of the above tasks.

CHOICE

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3. Science



Relate to other people by:

- Explore the life cycle of a living thing For example: Tadpole / Butterfly. ☐
- Researching with a partner **ONE** extinct animal or bird. ☐
- Visiting a planetarium with your class and being able to identify at least **THREE** planets or stars. ☐
- Showing others a range of things that a magnet can attract. ☐
- Finding and making a recipe with a partner which involves melting. For example: Chocolate crackles. ☐

Use the choice to write a differentiated outcome from one of the above tasks.

CHOICE

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Trial Project in Nelson - Results

Students had choice and self-directed their tasks – initially with guidance but as confidence grew they needed less input from the teacher.

Positive relationships were established with students and self esteem and motivation improved.

Students and Teacher Aides learnt how to plan and break tasks into smaller more manageable units.

Through implementing the SPEC process, staff and students improved time management and saw problems as learning opportunities.

The SPEC programme allowed for different learning styles, so students could think about and work out the types of evidence they generated for each task.

Students enjoyed being able to share their progress with friends and staff.

Student evidence portfolios were a good way of modelling growth in both learning and development of the Key Competencies.

Evidence of improvement in literacy.



SPEC Task Kiwi Quest P. 10

Relating to Others – sharing a sport.
Organise a game for myself and others to play

Tabletennis



I had to organise the key for the games room and check with staff if it was OK to have my friends come and play a game of Table tennis. The Key Competency was: Relating to Others.

I learnt how to get along with others in a game situation and follow game rules.



The SPEC Reading Programme

This reading scheme has been designed to engage a 'non-reader', a student who may have had many attempts at reading and not yet found success. This approach to reading has to be exciting and different to ensure the learner has success.

Picture cues are introduced and the puzzle of lines and spaces appears to be less confusing. What is different about this scheme is that there are picture cues for everyday words that are not necessarily associated with a picture.

For example 'it' 'What' 'This' 'where' 'how' 'must' 'do' and many more.

The picture cues used are fun, colourful and memorable.

Reading books 1 - 5 have 20 sight words in each, that accumulate to 100 words.

Books 7-11 introduce an additional 25 sight words per book along with simple phonic structures.

The picture cues are first presented as A5 Discussion cards, and later as either picture or actual word cards, that can be used to play a variety of memory and matching games. The interaction with others is a very effective mechanism for learning, and also in developing the competency of relating to others.

This is a sequential story, with a 'cliff hanger' on the last page of each book that encourages and motivates the reader to find out what happens next.



We are introduced to the main character Spike when his rocket crash lands into the sea. His adventures start when he is chased by a shark and ends up on a beach where he finds an abandoned bag.

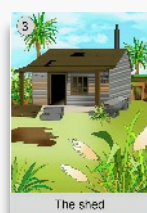
Further discussion topics

- The planets
- Effects of gravity
- The dangers of the sea
- Importance of learning to swim



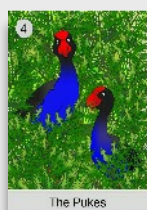
Spike enters the bush. The bush presents a range of challenges. The contents of the bag provides Spike with solutions to some problems. Spike arrives at a cave to take shelter and is unaware that his actions upset someone.

- Weather cycles
- Storm effects
- Fire safety
- Bush safety
- Survival kit



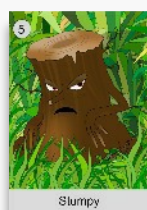
Having spent a night in the bush Spike decides he must look for a more permanent place to stay. He comes across an abandoned shed and decides to fix it up. He settles into his new home but is unaware that he is being watched.

- Household jobs
- Safety
- Hygiene
- Making a plan



After working on the shed Spike turns his attention to the garden. He plants this with seeds he has found in the back shed. The seeds attract birds. Spike makes a trap to stop them eating his seeds however this results in an unexpected ending.

- Planting a garden
- Wildlife and pests
- Sharing and compromise
- Tool safety
- Problem solving



Stumpy has been in the background in many of the previous books. In book 5 Stumpy reveals why he has been watching Spike and why this has made him so grumpy. While Spike is out for the day he decides to take over the shed.

- Consequences of actions
- Burns and first aid
- Friendships and relationships
- Moral issues
- Emotions

The SPEC Reading Programme - continued.....



Spike comes back to find Stumpy in his shed. His new friends the Pukes, and he plot to get their shed back. The plan works and Stumpy has to return to the bush.

He warns Spike that he will be back.

Further discussion topics

- Following plans
- Team work
- Using camouflage
- Consequences
- Problem solving



Luck is not on Stumpy's side and he accidentally sits on an ant hill. The queen ant tells stumpy to sort out the mess. Stumpy sees an opportunity to use the ants to help get back at Spike.

- Compromise
- Travelling safety
- Relationships
- Emotions
- Leadership



The ants are unaware of Stumpy's cunning plan to use them to get the shed back from Spike. When the queen finds Stumpy sleeping, while they seem to be doing all the work, she is not happy.

- Safety issues
- Inventive activities
- Having fun
- Cleaning up
- Leadership
- Being respectful
- Setting boundaries
- Fair play



Spike and the Pukes are unaware of what is happening at the shed as they have gone fishing for the day. There is an unfortunate mishap at the river that they have to deal with.

- Being resourceful
- River safety
- Camping
- Team work
- First aid
- Problem solving
- Fishing
- Friendships
- Helping others



Everything comes to a head when Stumpy meets Spike and the Pukes in the bush. A fight is avoided when Mr. T steps in to help the situation.

- A caring attitude
- Sharing feelings
- Mediation
- Understanding others
- Resolving problems
- Friendships
- Saying sorry
- Taking turns



The ants have claimed to shed for themselves. Spike and his friends want the shed back and make a bad decision which puts the ants in danger.

- Consequences of actions
- Smoke safety
- Morals issues
- Relating to others
- Emotions
- Team work



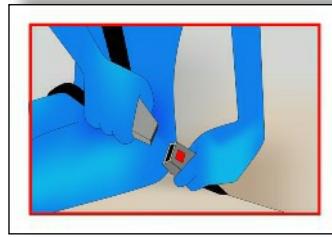
The queen gets angry and takes off into the bush. Spike goes to find her whiles everybody back at the shed comes up with a plan to make things better.

- Consequences of actions
- Smoke safety
- Morals issues
- Relating to others
- Emotions
- Problem solving
- Community work
- Working together

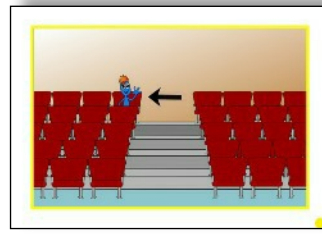
The A 5 Discussion Cards



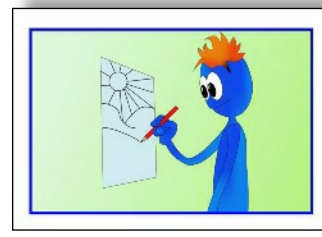
do



must



back



Draw

It is really important that the word learning is covered thoroughly BEFORE the student receives the reading book. We must ensure the student experiences success.

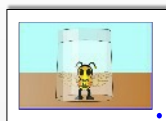
Step 1: Discussion Cards

Learn the picture cues through story telling and games.

Example:

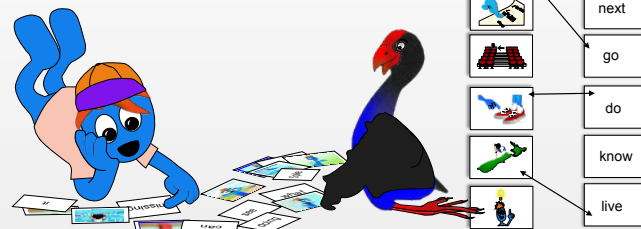
This picture represents the word **'it'**

'it' is stuck in here. **'it'** cannot get out.



Step 2: Picture and Word Cards

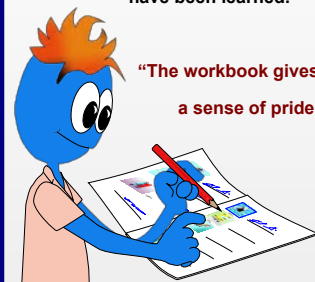
Picture and word cards are used to play games such as matching, pairs, snap, memory and any other game that you can think of to reinforce the word recognition.



Step 3: Workbook

The workbook is full of fun activities and exercises that the student must complete to ensure all the new words have been learned.

"The workbook gives the student ownership and a sense of pride in their achievements"



Step 4: Reading Book

The reading books offer an exciting sequential story line that starts with Book 1 and progresses through to Book 12.

The reading books only have the words learned to tell the story, and each book has a cliff hanger to encourage the student to want to read on.

Each book has its own certificate to celebrate the student's success



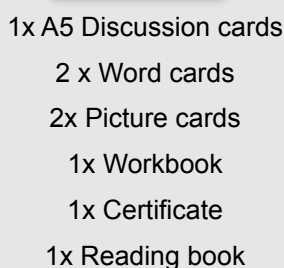
In each book there are discussion topics such as safety awareness, friendships, the environment, emotions and much more....

A complimentary wall display is provided when the Resource Pack 1 is purchased.

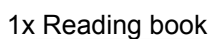
The wall displays shows the sequence that is followed for each reading book.

A blue hand is shown placing a card labeled 'The cave' into a box labeled 'S'. Another card labeled 'Spike' is already in a box labeled 'S'.

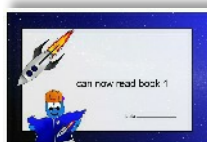
Includes



1x Teacher Guidelines



1x Certificate



Includes



1x A5 Discussion cards (Picture and word back to back)

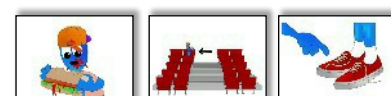


Draw

There is a picture for almost every word learned. A5 discussion cards introduce the picture cue. Once they have an image matched to the word they move to matching smaller word and picture cards .

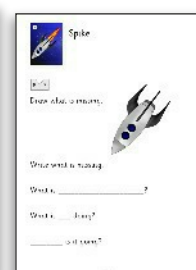
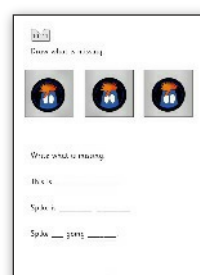
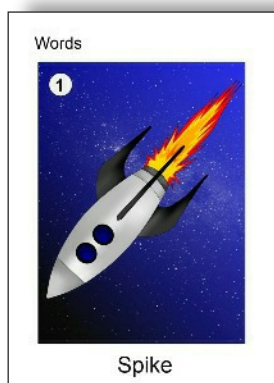
See examples below.

2 x Word cards



1x Workbook - The words book has fun activities to help the student consolidate word learning.

The first part of the words book is completed before the student reads the story book.



Resource Packs 7 - 11

Game ideas

Pairs
Go Fish
Bingo
Memory
What's missing?
Snap
Make a sentence
Hide and find
Say and pass

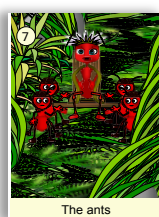
and many more.....

Resource pack 7, 8 & 9

includes

two sets of picture /word cards and reading book.

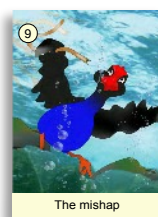
(Workbooks available separately)



The ants



The surprise



The mishap

cool

grabs

use



2 x sets of back to back cards.

One side with pictures and
one side words.

Resource Packs 10 & 11

includes

two sets of word cards only and reading book.

(Workbooks available separately)



The deal

Book 12 reading book
has all the words learnt
through all the books.

It ends with an
introduction to a new
character that appears
in a new series of
books.



Mr. T

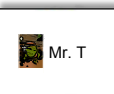


Smoked out

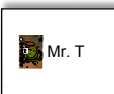
about

been

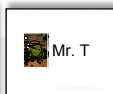
again



Mr. T



Mr. T



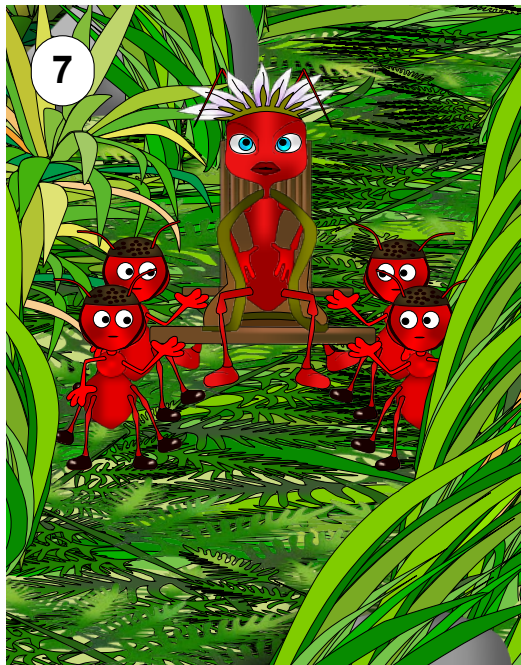
Mr. T

2 x sets of back to back cards.

Both side words.

Introducing Phonics and Workbooks

Letters



The ants

All schemes for teaching phonics are somewhat arbitrary in nature. This is mainly due to the fact that there is no universally accepted 'correct' sequence in which the various sounds should be taught.

However the following guidelines seem reasonable:

- Phonic skills cannot be taught in isolation. The new skills which students gradually acquire must not be divorced from the actual reading they are expected to do.
- All phonic work should proceed from the known to the unknown. Logically this means that the student's sight vocabulary should be the starting point to introduce phonics.
- The sounds should proceed from simple to more complex, and from common to less common.
- The work presented to students should not have words beyond their ability to read either by sight or by skills acquired in the phonic programme. This applies particularly to any written instructions.

Work starts with the alphabet letters and sounds. It is really important to use the letter sounds when building up words, rather than the letter names. Many students use the letter names and this is not helpful when learning to read. Pictures used to introduce the letter sounds are words learned from books 1 - 6.


It is expected that teachers will extend the exercises and repeat learning as necessary.

Students are then introduced to the vowels and learn to build up straight forward three letter words in the Letters 7 workbook. These words then appear in reading books 7 - 12.

Where possible, the words used will always be from words learned throughout previous books, so ensuring the Student continues to have a successful experience.

Each workbook will include straightforward phonic structures, with picture cues, exercises in practising writing the words, and simple sentence structures.

The phonic programme should encourage students to both break down, and build up words. The skill of writing words helps their ability to spell.



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