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“It’s not where, it’s how”
“Ehara I te wāhi ko te tino take, engari me pēhea”

SEPANZ Executive:

Northern/Auckland: [Sally Wilkinson, Blomfield Special School \(Secretary\)](#)

Central: [Daniel Price, Arahunga Special School, Whanganui](#)

[Diane Whyte, Fairhaven Special School \(Treasurer\)](#)

Southern: [Bernadette Mulcahy-Bouwman, Van Asch School, Christchurch](#)

NZEI REP: [Barrie Wickens, Tauranga Special School](#)

PRESIDENTS NEWSLETTER

05th February, 2019

Kia ora. Tēnā koutou katoa.

Dear Colleagues, Welcome to the new school year! Hopefully it will be hugely positive for our sector!

Restraint Guidelines:

You may have seen the various news items (written and video) through the summer break concerning “Restraint” practices (I was interviewed). This is an ongoing piece of work for MOE Wellington. Despite the Guidelines published in 2017, there remains the “grey” area concerning those Students who present regularly with highly challenging behaviours. We have to keep ourselves safe. Specialist Schools consistently report instances of “restraint” which is sensible.

I think there still may be confusion about what is restraint – for example holding a Child’s hand during a “walk” or when crossing a road is not restraint – it is safe practice. However, I do understand that due to the Guidelines this can be confusing for Teachers. Personally, I do not agree that we should be allowing any Child to trash classrooms and to destroy the learning environment for other Students. Immediately that we become aware of a potential danger then we must address it with Positive Behaviour Strategies. If our teachers are untrained in such strategies we, and/or, MOE, should address that too.

Population growth and Access to Specialist learning environments:

A few of us were contacted by a Journalist concerning a complaint that some Special Schools do not offer Satellite placement from Primary through to Secondary age for all enrolled Students. Naturally, a school must first have sufficient property allocation to meet such a demand. In high growth areas as in many parts of Auckland, our schools have not always been

given access to such development. It does highlight though, that our network must always be looking for “hubs/satellites” located on mainstream campuses – especially within new school developments. Hopefully MOE property personnel across New Zealand also understand that such provision best meets the diverse learning and emotional needs of our schooling population! In addition, NEW Specialist Schools should be on the drawing board!

News from Barry Carpenter!

My dear Antipodean friends , I hope that you are all well. I wanted to share with you some exciting news .

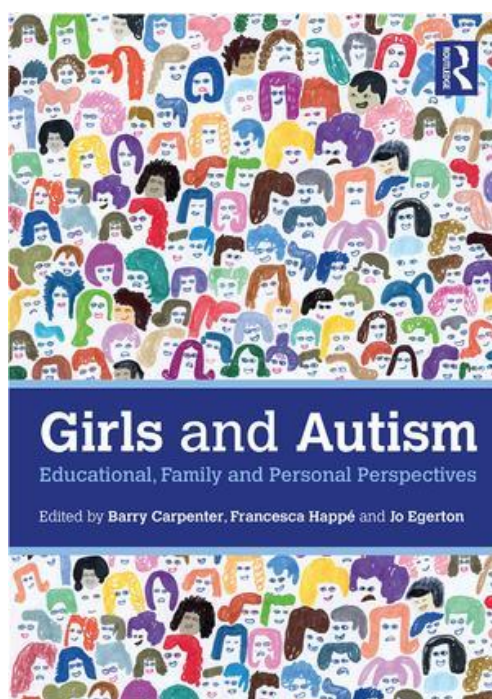
The book's publisher Routledge, have selected the ' Girls and Autism ' book as their Book of the Year!

As such it is going to be launched directly to the American market, and I have been invited to launch out there in September . The following month I will give the Keynote at World Mental Health Day, which this year is being hosted in Dubai .The Dubai organiser has asked for specific reference to Girls and Autism; when I was there 10 years ago they did not want one to mention either .. or mental health!! Maybe things are changing?

I look forward to being with you in June.

Professor Barry Carpenter CBE,OBE,PhD.

Below is the latest press release. The Melbourne office has prepared an Oz / NZ flyer - see below.



Press Release

Girls and Autism- Education, Family and Personal Perspectives

Edited by Barry Carpenter, Francesca Happé
and Jo Egerton

Routledge, paperback £29.99. Press date 11th
March 2019.

World Autism Awareness Day, 2nd April 2019.

*“I had an impression of what autism looked like,
and it was nothing like my girls”* Carrie Grant

Where are all the autistic girls? This important question opens up a new and vital discussion about autism and gender. Bringing together diverse voices and perspectives, this ground-breaking book

challenges assumptions about autism and has far-reaching impact for our understanding girls' mental health overall.

- Reframing the debate about autism has never been more important. Until now the ratio of boys to girls with autism was assumed to be 4:1 but recent research reveals it is closer to 2.1. So why have girls been so dramatically overlooked and what is the untold impact that this has had on the girls who have slipped under the radar? What has been wrong with diagnostic practice and how might girls themselves be 'camouflaging' leaving them without adequate support and vulnerable to severe mental health issues such as depression and self-harm?
- With 70% of autistic children in mainstream schools but outmoded understanding about this 'typically male disorder' still prevailing, are autistic girls and women being severely let down with far-reaching effects for their educational and employment opportunities and overall well-being? Tackling these questions from multiple viewpoints, the contributors look at the biggest challenges faced today by autistic girls and women but also reveal a vast range of positive attributes of the condition, showing how- with the right support- autism should not be regarded as a 'disorder' at all.
- Bravely defying the status quo, *Girls and Autism* brings together the lived experience of autism from first person and parenting perspectives with the voices of leading experts on the subject to reach radical new conclusions about what autism is and why girls have been so invisible in research until now.

With contributing voices ranging across the fields of mental health, psychology, neuroscience, education and parenting, this book is an invaluable source of personal insights, knowledge and strategies, which will enable those living or working with girls on the autism spectrum to provide more informed and effective support. From Katie Buckingham, who was diagnosed with Asperger's syndrome at 16 showing how she has found advantages of her condition, to Carrie Grant's powerful and moving description of raising two autistic daughters, each contributor brings a unique and thought-provoking perspective to this vitally important subject.

About the editors:

Barry Carpenter, CBE, OBE is professor of mental health in education at Oxford Brookes University, UK.

Francesca Happé, FBA, FMedSci is professor of cognitive neuroscience at the Institute of Psychiatry, Psychology and Neuroscience, King's College London, UK.

Jo Egerton is a schools research consultant, running school-based research courses for teaching school alliances and academies.

Books will be on sale during Barry's presentation at Waipuna in June!

**REMINDER: 2019 - Specialist Educators Professional Development Opportunity -
Professor Barry Carpenter Saturday 22nd June - Waipuna Hotel and Conference
Centre, 58 Waipuna Road, Mt. Wellington, Auckland.**

******Priority NZ Registration forms to be sent out soon******

Retirement!

2019 marks my fourth year as President and my twenty-sixth year with Parkside School!

As I shared with you all upon acceptance of my second term as President, 2019 would be the year for my retirement! I have announced my retirement as at the conclusion of Term Two this year. When I was appointed as Principal at Parkside, the school consisted of two main classrooms at Base School plus a small administration area and just to add excitement, the then S.E.S MOE had decided to close the school! (for the sake of the Young People across Franklin - over my/our dead body)!!!! The rest is history!

It has been, and remains, the most exhilarating education career I could have imagined! It would be easy to continue and to grow impossibly old at the helm- but I long ago promised myself that I would ensure that the school would have the opportunity to reinvigorate through new leadership when the time was right.

With the new directions hinted at within “Our Schooling Futures: Stronger Together” and with the future possibilities that some of us are already exploring, I think it is an excellent time for new energy and vigour to lead Parkside!

All to plan, my final day will be July, 21st 2019 (end Term 2 holidays). Thus there will be lots of time to speak with everyone and to complete a “transition”! Like-wise for a new Presidential election to be planned. I have some small projects that will mean a continued involvement with the education sector and I will continue to catch up with people!

I also have some personal “projects” to commence in the coming years. Upon my retirement date we will have four Grandchildren under the age of four – and I am looking forward to spending more time with them.

My heart and thoughts will always be aligned with Special Education and the memories of the wonderful Colleagues/Families/Whanau with whom I have shared so many memorable moments. I am looking forward to catching up with everyone in the coming months.

Looking forward to seeing as many of you as possible at Waipuna, during Barry’s presentation.

Wishing everyone a highly positive year ahead!!

Very best regards,

Judith

Judith Nel,

SEPANZ President,

Principal, Parkside School.