# Can parents of secondary school students really help in the process of reading at home with their children. <Resource 1>

## Key questions

1. What sense do you make of the following comments and statements?
2. Sometimes assumptions are in conflict with reality; what are the implications when this is the case? (ie for Māori students; Māori whānau; teachers and school leaders)

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| ***Concerns raised by school***  ***leaders and teachers*** | ***Key messages and feedback***  ***from Māori parents,***  ***teachers and research*** |
| Māori parents may have had bad experiences of school and therefore might not want to engage with the school | *“I’ve always known that my daughter had a problem with reading but her schools have not listened to me or showed me how to help her”*  (Māori Parent) |
| If parents are not literacy competent themselves they will not have the confidence to support their children | *“PPP is not complicated – parents regardless of their own reading ability understand the strategies and how to use them”*  (Teacher) |
| Do/will secondary students read with their parents? | *“I’m really pleased to have this opportunity to learn how to support my daughter with her reading because I’m not sure that I am doing the right thing”* (Parent) |
| What are the implications of  implementing Pause Prompt  Praise – a primary school  programme - in a secondary  school? | *Pause Prompt Praise has been widely and successfully used in many primary schools but the original research team sought to specifically target and accelerate the reading achievement of intermediate and junior secondary school students.*  (McNaughton, Glynn, Robinson & Quinn , 1981) |

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