



# *Good* Teacher Magazine

Term Two 2009

*'Online 2009'*

*[www.goodteacher.co.nz](http://www.goodteacher.co.nz)*

***New Zealand's teachers magazine***

<b>Message from the GTM Team</b>		3
Your SoapBox!	Rikki Sheterline	4
Ownership of Learning	Gwen Gawith	5
Leading in a professional learning community	John Hellner	8
Beginning Teacher Inspires Rural Children	Robyn McBride	10
Numeracy News	Andi Adder	12
It's Harvest Time!	Lyn Rogers	14
Recipes	Lyn & Sandy	16
Book Review - Get Growing	Review	17
The Same But Different	Lyn Rogers and Mary Loveless	18
Book Reviews - Adobe CS4	Reviews	21
Time to stop polishing what can't take the shine	Laurie Loper	22
Books and Things - Otago University Press	Reviews	26
New Zealand Health Educators Association - Conference: Making Connections		27
Putumayo World Music - Kids Presents	Overview and reviews	28
A Time For Change - Putaruru College	Steve Abernethy	30
New Zealand Reading Association: MultiLiteracies in the Classroom - Enrolment form		33
Books and Things	Reviews	34
Why Do We Travel? Part two	Travelling Teacher	35
Educational Word Puzzle #8	Fred	38
5 Minute Chocolate Mug Cake		38
Richard Crypt Crossword		39
Puzzle answers Term One and Term Two		40
Roger's Rant		41
Education Resource Centre		42

# Good Teacher Magazine

is produced in the first week of each school term and uploaded to the [ed-media.co.nz](http://ed-media.co.nz) website.

The magazine is freely available both in New Zealand and internationally.

Layout and Design: [barisa designs@](mailto:barisa.designs@xtra.co.nz)

Please keep a duplicate of text and illustrative materials submitted for publication. ed-media accepts no responsibility for damage or loss of material submitted for publication

The opinions expressed in **Good Teacher Magazine** are not necessarily those of **ed-media publications** or the editorial team.

## ed-media publications

Independent publishers of quality education media.

Advertising enquiries:

[barisa-holdings@xtra.co.nz](mailto:barisa-holdings@xtra.co.nz)

Submitting material for publication:

[barisa-holdings@xtra.co.nz](mailto:barisa-holdings@xtra.co.nz)

enquiries:

021 798 868

or [info@goodteacher.co.nz](mailto:info@goodteacher.co.nz)

mail:

ed-media publications

PO Box 5531

Mt Maunganui 3150

ISSN: 1173-0499

## Message from the GTM Team

Term two 2009 already and it is a wet and soggy old day as I sit writing this. Autumn has raced in after our Indian summer.

ANZAC Day has gone for another year and the increasing attendance at both the Dawn Parade and the later civic ceremonies show that the youth of today are gaining a form of national pride which took the deaths of so many young men from both New Zealand and Australia to create.

There is nothing wrong with being proud of your nationality, your ethnic background or your country, (after all that is what makes you who you are). On ANZAC Day everything else is forgotten as we remember those who will never grow old. And long may we and Australia, as partner nations, continue to do so. It may have seemed like an adventure to those young men at the time, but isn't that what life is all about?

To the present ... Good Teacher Magazine Online got a wonderful response. And here we are again with Term Two's edition. – Bigger than ever before and crammed with great articles.

Some changes: Good Teacher Magazine now has its own website

<http://www.goodteacher.co.nz>

this means we can gradually load up all the book reviews and puzzles. It has also meant the ability to create a forum... open to anyone where you can feel free to express yourself - probably about education related things but not necessarily.

<http://www.goodteacher.co.nz/forum/index.php>

The new Good Teacher Store mentioned below can also be accessed through this website as well as using the direct link.

<http://store.goodteacher.co.nz>

You will notice that the index on page 2 is linked to the articles described, and that links have been created for both the advertisements and to writers and references in the articles, so you can go straight to them with the click of your mouse... Just remember to come back to us and keep reading.

The magazine is designed so you can read in a webpage or download it to your desktop – or Magazine folder and have a growing resource of interesting articles which you can refer to whenever it suits your schedule.

With the downturn in the economy we have decided to break loose and have an online store... so you can buy that gift for yourself – or someone else online.

<http://store.goodteacher.co.nz>.

We are happy to post it (suitably gift wrapped) to the recipient anywhere in New Zealand. We have ensured that the stock the store offers is quality and this is reflected in their being nothing you would find in the local discount store! – we stand behind the goods on offer, working on the principle that you have busy lives and buying online is easy, secure and so should also be top quality.

Good Teacher Magazine is free to anyone who wished to access it however we would ask that, if you are intending to re-use any of the material, you acknowledge its source. If it is to be republished we would appreciate an email request.

As always we appreciate your support, we are happy to consider publishing your work but that said please don't be offended if we decline! Good Teacher Magazine is independent (fiercely so) and the material published may be controversial, but with the belief that speech should be free, the eclectic choice of stories should always keep our magazine fresh.

Enjoy

The Team at Good Teacher Magazine

COVER: Mount Maunganui beach - late summer



# So You Forgot Mothers Day?



## All is not lost

Get her a late gift from *Good* Teacher  
Store

and all will be forgiven

<http://store.goodteacher.co.nz>

NB: Actual results may vary



# Your Soapbox!

*Finally, a chance to have your say*

## “ Is it worth it? ”

Teachers are incredibly busy people and I know they ask themselves the question above at different times. Taking a cynical approach, in our current economic times, having a permanent teaching position is worth it for simply that reason, a fairly high degree of job and financial security. But let's look past this.

Teaching staff put in long hours, taking work home, working weekends, following sports teams, repairing ICT equipment, cooking and baking for gala days – all manner of things! I see tired teachers trying hard to keep up with this plethora of tasks that could be construed as not a part of their core business.

But is it? I believe it is these sorts of tasks, the extras that we do, that make the difference for our kids. It shows the kids that, to us, teaching is more than a job, more than 8 – 5 each day. It is a profession, a passion, a way of life. It shows our kids that we are interested in them and their schoolmates outside of the classroom. It develops relationships – the crucial part of the “job” that we sometimes do without thinking

The relationship between the teacher and the student can make the life of both a lot richer and the teaching / learning process more focussed.

When we know more about our kids and what they do, what they like, their successes and failures, strengths and weaknesses, then we, again often without thinking, cater better for their needs.

I see, time and again, teachers talking passionately of a child's success and achievement – not just in the formally assessable parts of our school life, but in a variety of areas. The look in the teacher's eye when her new entrants were reading fluently by themselves was priceless. The tone of voice of the teacher discussing a child's leadership capacity on the sports field, another priceless moment.

Should we do all these tasks that take time away from our core business? This is a challenge that we battle with on a daily local and regularly national basis. I cannot see it being solved easily – if at all. Should we find ways to increase the time dedicated to the core business, I believe teachers will fill the time with other tasks related to their children.

So, while we do overload ourselves and put pressure on our time and energy outside of the classroom, the priceless moments and relationships between us and our children are what ensures that it is worth it, and it always will be!

”



If you want to have YOUR SAY  
please email your offering to:

[soapbox@ed-media.co.nz](mailto:soapbox@ed-media.co.nz)

# Ownership of Learning

by Gwen Gawith

**Teachers who have done my 3Doors PD know that ownership of learning is one of the three stated outcomes for giving children regular, guided practice with the ten 3Doors learning tools.**

**But suddenly the phrase 'ownership of learning' seems to be popping up everywhere.**

For example, an ASCD special report late last year uses this rationale for a renewed teacher focus on ownership of learning:

*Too many students treat learning passively, educators say, working only for good grades or to get by. But passive learning often engenders boredom and rote memorization that does not prepare students well for the 21st-century (ASCD, 2008)*

This year I'm asking questions about everything I know, believe and value about learning against the potential of our new curriculum. So let's test drive the concept of giving children ownership of learning.

## **Who owns the learning?**

I see lots of planning documents. Most are really teachers' teaching plans rather than *learners'* plans for what they will *learn*. Whatever, it's fair to say that most teachers are committed to doing things in classrooms that cause learning to happen. Working with teachers, one thing I seldom have cause to question is their wholehearted commitment to teaching and to their students. So let's ask the question in other ways:

- Are most children as committed to learning as we are to teaching?
- Do most children own their learning? How can we tell?
- What does ownership of learning look like? Can we pin it down and *teach* it?
- Is ownership of learning another worthy sentiment we espouse in our mission statements and sort of hope that it's a collateral benefit from indulging in more and more complex planning where there are little boxes for everything including habits of mind and other touchy feelies that we *hope* will result for children?
- If ownership of learning is important, should we be more explicit about what it is and how to cultivate it in our classrooms?

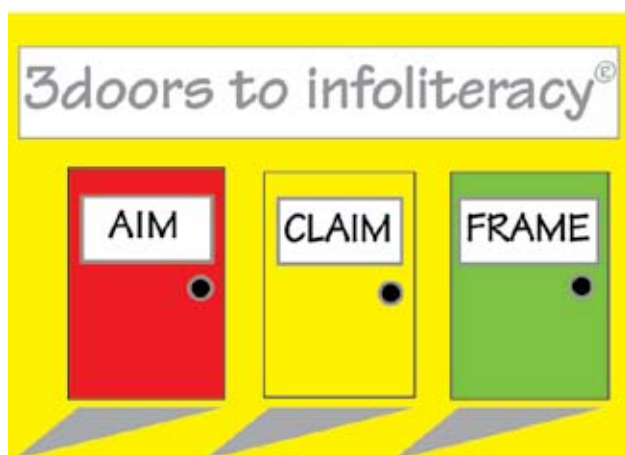


## Why is giving children ownership of learning important?

Ownership of learning is important, not least because it is a major backstage player in our 08 curriculum.

If we look at curriculum as simply *negotiated* guidelines for WHAT learners learn, WHY, WHEN and HOW. That, in turn, shapes WHAT we teach, WHY, WHEN and HOW. The developers of the 08 Curriculum seem to have been learner- and learning-focused rather than teacher- and teaching-focused. If you read the curriculum trying to imagine the children the developers had in mind, and how they'd be going about the what's, why's and how's you'll see what I mean. It's a picture of students who are "empowered to learn..., active, confident, creative, and innovative learners and thinkers...", children who can manage themselves, relate to others, participate and contribute, etc. Great!

Shattering wonderful, rich bodies of knowledge into a bewildering multiplicity of tiny shards and requiring learners to 'do' the fragmented, incoherent learning objectives in our old Curriculum Statements was an easy way to kill love of learning and teaching. The change of focus in the new curriculum can only be positive. The 08 Curriculum recognizes student ownership of learning in three main ways:



**3Doors<sup>®</sup> by email**

**3Doors<sup>®</sup> is a practical school-based course focusing on improving students' learning, thinking and information skills at all levels and in any curriculum area.**

It offers: a comprehensive manual  
• six workshops • individual email guidance to apply 3Doors with students  
• flexible timeframe • opportunity to work co-operatively • no exams or essays\*

\*This course is not qualification-bearing.

For more information email  
**gwen@metacog.co.nz**

1. Simply by reducing the WHAT and WHEN encourages schools to plan more coherent approaches to knowledge-building. Less is more when it comes to ownership of learning, as in who the heck wants to own a constellation of fragments? Who wouldn't prefer to hold and own a lovely, round, smooth, coherent ceramic jug of knowledge. The new curriculum leaves us the room to design such satisfying jug equivalents. ASCD Smartbrief (15 April) cites a BBC report:

*The head of a teachers union in England says students' love of reading and writing is being sacrificed for lessons in literacy. "Literacy, as a subject, is based on the naming of parts," said Mary Boustead. "Children rarely read whole books; they read parts of books - extracts. These extracts are mined for adjectives, and adverbs, and active verbs, and nouns. The belief is, once the parts have been named, then they can be used, independently in the children's writing."*

We now have the opportunity to focus on knowledge wholes not parts whether it's in the name of literacy or any of the Learning Areas.

2. While the 08 Curriculum is no explicit about HOW the curriculum is to be taught, a clear picture of the learner emerges through terms like 'ask questions', 'draw on personal knowledge and intuitions', 'challenge the basis of assumptions and perceptions', 'manage self', 'have strategies', 'listen actively', 'make sense of and question experiences and ideas', etc, etc. Our job is to teach them the tools and strategies, the HOW, into the WHAT, needed to do these things. In other words, you teach tools and strategies as the curriculum in the curriculum, and this is what the documents asks you to do. 3Doors is just one example of PD that focuses on tools and strategies that teachers can use to help students to do all the things that the curriculum describes.
3. The 08 Curriculum is more explicit about the WHY. It embeds values and attitudes and various habits of mind into the Key Competencies rather than have them as a separate list on your planning sheet which you tick retrospectively to prove to ERO that you dunnit! Again, it's up to us to embed these competencies into our curriculum teaching by embedding the explicit teaching and modeling of the skills and strategies which lead to these things. The point is that learners who are guided to explore and develop these key competencies are more likely to own learning than those who are expected to develop them by osmosis.

## Turning preaching into practice

Talking about Habits of Mind, I remember going to a wonderful course with Art Costa many years ago. We sat through his initial description of his HOM with that wonderful glow of recognition that we knew about all these things, that we weren't really going to be challenged beyond our comfort zone. Typically, Art's iron-fist-in-velvet-glove soon turned our comfort into discomfort as we began to recognise the difference between knowing about and *doing*, between knowing that these HOM were important to learning and learners and actually making them *work* in our classrooms by making them things that *learners' minds* used *habitually* in practice, to inform their life and learning.

So, having suggested that the 08 Curriculum offers plenty of opportunity for encouraging children to develop ownership of their learning, how exactly do you translate it into more than a mission statement, into *practice*? The ASCD Special Report into 'Giving Students Ownership of Learning' mentioned above includes three vital pedagogic signposts:



### **Signpost 1: Modern students need to learn how to learn**

The editorial (from *Educational Leadership*) goes on to describe some of the things schools are doing to “better engage students and teach them how to drive their own learning.” This is what I call tools and strategies, and in 3Doors terms comprises the first five tools where students learn to work out *what* they are learning, *why*, *when* and *how*, and, importantly, why it might be interesting or important for people of their age to be learning about this topic. This is the way we help children to explore relevance and authenticity to their lives rather than the suggestion an American teacher provides which is to let children choose their own topics. Hang on, isn't it what they *don't* know that's so wonderfully rich and fascinating? As a teacher I see it as my privilege to act as a tourist guide to these new worlds and wonders, using the tools I teach them to get them to explore their prior knowledge, make the links to their own ideas and circumstances, and mine richer, deeper worlds out there.

So let's choose *our* best practice ways of engaging students in their learning and provide them with NZ-tired-and-trusted tools for driving their learning. We just need to consider which tools contribute to enhancing ownership of learning and how best to teach them.

### **Signpost 2: Consider school from students' perspective**

This is what I suggested above. It will be a wonderful PD activity to scour the curriculum document and build up a notional picture of the ideal learner embedded in it. Once you can see, visualise, this learner going about the learning your curriculum planning will be a whole lot easier.

Being told “Teachers who make learning interactive, tell stories about their own youth or proudly display children's work tend to quickly win over students” is a wee bit redundant? We already do a good job of making classes and classrooms child-centred. However, where I think our practice needs to improve if we really want to give students more ownership of their learning is to talk to them more about learning – make everything more learning- and learner-centred.

When I talked to students about learning I concluded that the terms we used were often teacher-talk. We understood what we meant by things like ‘graphic organisers’ but most children (and parents) did not. Teacher talk gives us a feeling of exclusive professional identity and competence. The fact that children and parents see it as jargon is neither here nor there!

I also asked children why they were using tools like graphic organizers; how it helped them to learn. This, likewise, drew a blank. They couldn't see that these diagrams (frames) helped them to do much more than just organize their information graphically. It helped them to frame, extend and enhance their thinking, which is why I call them Frames and why David Hyerle calls them thinking tools and David Jonassen calls them Mind Tools.

My conclusion was that children by and large lacked a vocabulary to describe and discuss learning. How can they own something they can neither describe nor discuss? Kids ‘get it’ that mind tools are things you use for working with your mind. They can own the idea. 3Doors has its own language of learning, and once teachers get over their scepticism, they have to agree that it works. It works

because it mimics the learning action (skill/ strategy). So if I gave you a book and asked you to Surf, Slurp and Summarise, what would you do? Kids ‘get it’ long before teachers, and if they get it, it's theirs and they own it. Because they own the language and because the language evokes the action, they come to own the processes and actions of learning. All we, as teachers, have to do is provide opportunities for practicing the use of the tools within curricular contexts and talking simple talk.

### **Signpost 3: Transform students into active learners**

The ASCD report cites Connecticut educational consultant Allison Zmuda,

*“Many students hold common misunderstandings about learning – for example, that learning means just doing what the teacher says or that the only point of an assignment is to get it done.”*

This reflects my discovery that few children, primary or secondary, had words to describe the processes of learning, how they actually went about doing this or that. And the NEMP results of tasks asking children to describe the steps they follow and how they go about doing an inquiry project seem to confirm my findings.

It's easy to assume that giving students the freedom to research topics in the name of ‘inquiry’ is what the 08 Curriculum had in mind if the resurgence in interest in ‘inquiry learning’ is anything to go by. I liked what the ASCD Report quotes a teacher called Kathie Marshall is as saying:

Simply handing students more control over their education may not be immediately effective. Many are unaccustomed to such opportunities, but giving them a purpose with a real project or audience may better equip them to handle such responsibility and better prepare them for college or work.

Indeed! I call it giving them the freedom to flail and fail, and it does sweet nothing toward building their ownership of learning. It all goes back to the knowledge-building metaphor. If you want people to build houses, you don't tell them to learn how to build houses by going off and building them with no training and minimal supervision. This leads to Leaky House Syndrome. Likewise, to prevent Leaky Learning Syndrome, you teach them how, why, where and when to use their tools, supervise their planning, erect scaffolding, monitor each step of the build and do just-in-time interventions to prevent disasters. But they are doing the building and have a justifiable sense of ownership when the house is solid, looks good and doesn't leak. Ditto learning? Give them good materials and scaffolding, guide and monitor their use of appropriate tools and strategies, and celebrate what they build, and they will own their learning.

### **Reference**

www.ascd@smartbrief.com: ASCD SmartBrief Special Report: Giving Students Ownership of Learning (Part 1) 18 November 2008

Feedback most welcome, and to find out more about 3Doors email Dr Gwen Gawith, gwen@metacog.co.nz

# Leading in a profession

***Changes in a school or faculty, such as establishing a professional learning community (PLC), usually begins with leadership initiatives.***

Current literature strongly suggests a PLC enables growing teacher professionalism, which inexorably translates to positive student outcomes. The benefits for teachers flow on to students and to the school: education's equivalent of the 'trickle-down' theory. As a result, leadership proves vital to transformational change, in this case to the fostering of a PLC.

## ***Promote a vision***

Leaders in a PLC identify a vision, usually in collaboration with others and always for the benefit of everyone. A simple vision proves best: clear and readily understood. The leader's first task becomes to promote the vision. Say it: *kia kaka* for a belief; put it on your email signature; place it as an agenda item at every meeting. Model it: walk the talk; be seen to pursue it every day; do and talk about new ideas and strategies associated with the vision. Organise for it: hold a staff development day that dovetails into the vision; structure faculty meetings around it. Protect it: put a fence around money and resources for the vision; provide information forums about it. Reward it: offer public recognition; share leadership opportunities; attend conferences or other professional development opportunities and celebrate success.

## ***Shift focus***

Leaders in PLCs shift their leadership focus from evaluating and supervising individuals to developing the ability of teachers to work together and to act as leaders themselves. Work with people, not on them. Walk and talk to teachers. Encourage teachers to take a lead at meetings, in suggesting new ideas and in discussions. Share decision making. Be accessible. Help teachers overcome isolation. Small actions and daily events make a difference.

## ***Specific strategies***

Promoting visions and shifting a leadership focus began the process, but the specific strategies a leader offers will determine the success of a PLC. Some strategies might be:

Work with other teachers to develop a professional library and magazine subscriptions.

Rotate the chairing of meetings around other teachers.

Copy and share useful professional information with staff.

Ask other staff to lead a discussion about a research article or topic.

Organise a 'buddy system' for pairs or threesomes of teachers to mentor, coach, share and support each other.

Free up meeting time by making announcements and dealing with administrative matters on voice mail, email, memo or face to face visits with staff.

Ask and negotiate with teachers what professional development they want in the future and allocate resources to make it happen.

Arrange for some outside people to speak at, or to share their expertise at a faculty meeting, on a topic that members of the faculty feel can improve teaching and learning.

Identify a shared problem in the faculty. Ask staff to express their opinions and gather information and on the problem and report it back to the next faculty meeting. Discuss solutions as a group.

Timetable workshop sessions to develop resources, or learning activities, or to plan teaching episodes.



# Professional learning community

by John Hellner

Find the forums for sharing faculty deliberations more generally: staff meetings, staff work days, workshops, notice boards, in house online forum, newsletters, in house journal.

Aim to avoid aimless discussions: produce an end product, even if only the minutes of a meeting.

## **Finding time to lead in a PLC**

As always, the most challenging barrier to undertaking most initiatives is finding the time. Some ideas that might make the time management aspect of leading the PLC more possible could be:

- Use emails, personal visits to individuals and paper memos to cover the usual meeting agenda items.
- Invite staff to 'brown bag' breakfast or lunch before meetings to extend time.
- Schedule regular meetings for professional discussion of teaching and learning with set agendas and time frames.
- Encourage and expect every teacher to take a lead and make contributions in some way at regular meetings.

## **One size fits all**

Two people can comprise a professional learning community (PLC) and so can 2,000 people. Regardless of the size of a PLC, the leadership style and precepts remains the same. Only the specific techniques employed for implementing and maintaining the PLC may change. For example, a leader may wish to share decision making as a leadership style.

In a two person PLC sharing decision making might be as simple as asking a question of a partner, rather than announcing a decision.

In a large PLC sharing decision making still might be asking a question, but it more likely means significant delegation of authority and relinquishing power.

The test of a leader's management creativity ultimately remains the ability to find specific and innovative ways to implement general principles.

## **Look what we've done**

The notion of the hero leader or the charismatic leader, commanding attention and compliance through force of will or dynamic personality seems as dead as the Dodo in the modern professional setting.

The current trend appears to favour leaders as leaders and trainers of other leaders. They don't issue commands and punish failure to comply, but rather they set up situations for others to share and take the lead.

Best leadership style in modern professional environments provides a vision which empowers staff and enlists their support.

Being a leader does not mean doing all the work: when the task is done the staff should look at each other and say, 'look what we've done'; and NOT look at each other and say 'what a great leader we have.'



*In April 2006, John presented to the "Making a Difference" symposium in Wellington. A 45 minute audio-video CD disc of John's presentation, entitled "Classroom Fun", is now available. For information contact [john@ed-media.co.nz](mailto:john@ed-media.co.nz)*

*John's books on: building interpersonal relations in the classroom; using humour in the classroom; what makes a good teacher and relief teaching are available from "Essential Resources" in both New Zealand and Australia.*

*The website is: <http://www.essentialresources.co.nz/>*

*The teacher can read blurbs for the books and the CD on John's website: [www.johnhellner.co.nz](http://www.johnhellner.co.nz)*

# Beginning Teacher Inspires



Her first week of teaching has been fantastic, says Beginning Teacher Holly Sixsmith, – an overwhelming but ‘awesome experience’ as she has got to know the children in her first class. Fun activities provided by her own primary school teachers, such as being read interesting books, exciting school camps, and whole-class games, were the major motivation to steer her towards a career in teaching. Although her Mum is an early childhood educator, Holly has opted to teach at primary level in a Year 4/5 class at Orini-Combined Primary

School, a rural school catering for students from Year 0 to Year 8, nestled between the Mangawara River and Te Hoe mountain, 35 kilometres north-east of Hamilton, New Zealand.

Educated at Pukeoware School and Waiuku College, Holly, the oldest of a family of four girls, didn’t decide what she wanted to do until half way through the seventh form, citing the fact that she really enjoyed every subject at school and would have found choosing to use only one in her career difficult. A love of children (she has lots of small cousins) and wanting

to use her strengths, she ‘put it together’ and came up with a future in teaching. After working alongside her Mum for a few days she decided that early childhood was ‘*not quite her thing*’ and headed off to Waikato University for a Bachelor of Teaching (Primary).

In this small community, most children come to school by bus so many of the parents don’t get to come to the school on an everyday basis, but during the first week of school Holly “*Met pretty much all the parents at a family day we had at the Morrinsville pools – lots of parents came to picnic with us and it was an opportunity for them to introduce themselves and ‘suss’ me out*”. Flexibility is certainly a necessity for teachers she asserts – on day four on the way to the Huntly pools for swimming, the bus broke down, started smoking and everyone was quickly shunted off and had to wait in a paddock for a replacement bus to come and pick them up. Not exactly according to plan, but the excitement of the occasion produced some inspired writing the following day!

Getting to know her student’s personalities and what they like was really important. A majority of boys make up her class, and to her pleasant surprise, concerns before she started school about how they might react to her have not been a problem. She has found the class seem work as a team.

*“The children are really good – there are no real behaviour problems thus far, so we are able to have lots of fun together”* – a situation she puts down to being quite ‘tough’ on the first day. Her students knew that she was their teacher, but activities through that first week were designed to create a team atmosphere and form relationships between teacher and students and student-to-student, so they are able to easily work together.

On the morning I visit there is lots of laughter as she dramatises the characters of author Paul Jennings in a reading before lunch. A ‘class treaty’ based on ideas the children formulated through small group discussion of what they wanted for their room, is surrounded by the colourfully designed hand-prints of each class member. It proudly hangs on the wall at the front of the class to remind students of their commitment to each other and they can refer back to it. In another corner





# Rural Children

a fishnet, shells, flax, a map of New Zealand and pictures of native fauna invite children to read the many 'Kiwi Conservation Club' magazines and natural history books on display.

The school puts a priority on getting to know the learning needs of the students early in the year through some diagnostic testing, and with the help of an experienced Tutor teacher, Holly has quickly established a reading programme targeted at individuals. She has been encouraged to get one priority learning area at a time running well, and students are grouped and involved in a variety of learning activities based on high-interest, suitably levelled resources. A student quips:

*"This is so interesting – I have learned heaps about these crabs. There are thousands of them – and the way they mate and lay their eggs... I wonder where Christmas Island is?"*

As a new teacher the biggest challenges are *"Definitely being in a new school and having to get my head around the routines like duties and*



*other things that are expected of me - getting everything set up and getting everything planned".* My tutor teacher Carol has been really great - taking it one step at a time and not giving me too much information at once. She is so helpful, in fact all the staff are really helpful – it makes such a difference and I am lucky there is another Beginning Teacher at the school too".

Asked what advice she would give to future new teachers, Holly thinks that

being relaxed and able to 'go with the flow' without getting stressed when things such as bell times change, is really important. Prioritising her own sometimes overwhelming pile of work to avoid the 'tyranny of the urgent' is "Huge" and has occasioned finding a useful friend to help out with some of the practicalities of organising her classroom walls! While she felt her training has prepared her well (practicum times were invaluable and

the 'smart-board' she has in her classroom, she feels she can use because her last practicum class had one), she thinks a lot of teaching skills can only be learned when you are 'doing it' in your own class.

The satisfaction from situations such as a P.E. session where the class learned a new outdoors game, and a note from one of her students saying they were enjoying the class and having her as their teacher have helped her feel she really is on the right track and will more than survive 2009!

Robyn McBride







# Numeracy News

by Andi Adder

## Teaching Multiplication and Division.

### Key Ideas to Remember:

The strategies that students use in addition and subtraction link to their multiplication and division strategies.

For example:

Advance Counters will solve  $9+6$  by counting on. Or using some “clever counting” rather than counting all.

Advance Counters will solve  $6 \times 5$  by skip counting in fives or using “clever counting”. They are once again not counting all.

Consider what strategies your students are doing to solve add/sub problems and look for the links.

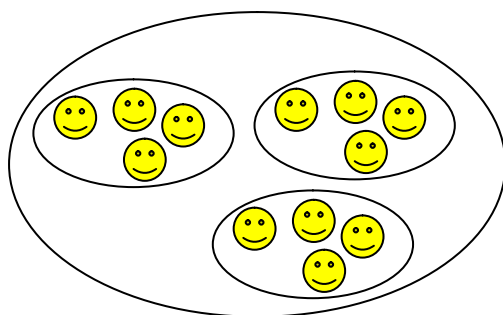
Multiplication is about groups of equal size and the number of groups.

Help your students to read the multiplication sign as – groups of, lots of, sets of.

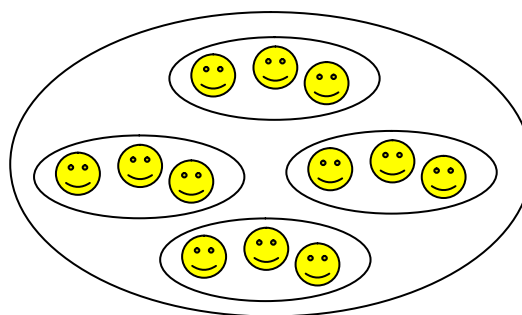
Help your students to know  $3 \times 4$  and  $4 \times 3$  will give the same result but they look different.

For example:

$3 \times 4$



$4 \times 3$



Have students model equations on equipment such as animal strips, multilink cubes or the bead frame. Then let them investigate what happens when they add or take away a set. i.e “I know  $3 \times 4 = 12$  so  $4 \times 4$  must equal 16. I’ve added on 4 more “

Encourage your students to understand that division can be about EQUAL Sharing but sometimes it can be about finding EQUAL GROUPS of a total amount

To help you understand this more get some counters and directly model the problems below.

There are 12 lollies and 3 friends. How many lollies each?

There are 12 lollies. How many packets of 3 can you make?

Can you see the difference?

Look at Page 2 of the Numeracy Pink Book 6 Teaching multiplication and division for more information on this idea.

Sometimes in division we have left overs they are called remainders.



# Numeracy News



## Warm ups for the whole class (ENP)

**Body claps**.....clap, tap, whisper,clap, tap, whisper.

**Number lines and pegs**.... put a peg on every third number, how many to get to 12?

If Freddo Frog lands on every 4th number and he is on number 36 how many numbers did he land on to get there?

How did you work it out?

If Lila Ladybug lands on every 3rd number, which will be the first number that Lila and Freddo both land on?

**Blank number line**.....skip count any times table. As above but children are now imaging.

**Abacus**.....move the beads in groups, how many groups of \_\_\_\_ to get to number \_\_\_\_, if  $4 \times 5 = 20$ ,  $4 \times 6$  will be  $20 + 4$  (model it).

**Digit cards**..... one per child, sit in circle, every second number stand.

**Hundreds boards**.....look for patterns, make predictions then check, flip over numbers, forwards and backwards.

**Throw two dice**..... draw a picture of the groups eg 3,5 would be 3 lots of 5

**Coat hanger and pegs**.....make 4 groups of 2, how many different ways can we count and write, can we rearrange into different groups?

**Calculators**..... key in  $+3=$ , how many times will I need to press the = button to get to 15. Using only the keys 2,3,5, +, x, =, find the shortest way to get to number 22.

**Make a big page** 'all we know about  $3 \times 4$ , model with abacus or counters or animal

**Buzz**.....choose a multiple eg 4, when a child gets to a multiple of 4 they say buzz.

**Puppet**, skip counts, children share with each other the mistakes puppet makes.

**Bead string**.....how many 10s make 60?

**Happy hundreds boards**..... show  $3 \times 5$ , if  $3 \times 5$  is 15, what will  $3 \times 4$  be? What will  $3 \times 6$  be?

Show on your board.

Show  $4 \times 10$ , so what will  $4 \times 9$  be?

**Remember to skip count forwards and backwards so that both multiplication and division are introduced.**

Go to [www.nzmaths.co.nz](http://www.nzmaths.co.nz) and click on the "material masters" for some great games to play with your ANP/INP students.

Multiplication Loopy,

Multiplication Madness and

4 in a Row are always favorites with students.



# It's Harvest Time!

Lyn Rogers

***It's harvest time: March 21;  
Autumn Equinox and Poutu  
Te Rangi***

***Time for balance and  
reflection.***

***The days are drawing in,  
becoming shorter now as we  
prepare to retreat inside.***

***Yes it is time for reflection.***

***Have we taken time to  
reflect on what has been  
accomplished throughout the  
past year?***

***What have we harvested  
throughout our year?***

***What preparations might we  
make for the coming year, for  
the winter, for the seasons  
ahead?***

***The trees are turning,  
reminding us of the  
lengthening nights and  
cooler times coming.***

I am writing this in the late afternoon sun, looking over my garden, reflecting on what I have achieved in the garden this season, and thinking about the tasks I have that will set me up for the winter and spring.

One of the questions we always have in late summer and early autumn is "What do we do with all this produce?" Depending on your garden, copious quantities of different varieties of fruit and veges will especially challenge those of us who have a "waste not, want not" philosophy. I can't bear to see any of it go to waste, so every visitor who comes gets armloads of courgettes, carrots, parsnips, spinach, or basil. Before that it was tomatoes, the last of which will be made into soup tonight. (photos 4&6) Likewise I

haven't been able to visit (or indeed go to work) without being offered feijoas, apples, cucumbers etc. Sharing the bounty helps create a community. Rarely do we all have an abundance of the same thing at the same time. We can make sharing our harvest into a habit, and a celebration. In almost all calendars and traditions, harvest time has been marked in some way with ritual, celebration or sharing.





# Using all of . . . your edible garden

What are a gardeners' practical preparations going to be? I am in a relatively frost free zone, so will be able to grow things year round, but much of my garden will lie fallow, composted and mulched ready for spring. I have collected seeds from many of the herbs and veges, and from many of the native trees and plants too, such as harakeke and hebe.



They'll be kept dry and cool over winter, as will the potatoes, and garlic, for planting out as soon as the earth is warm enough for them.



Thanks goodness for Aunt Daisy, the Edmonds cookbook and Digby Law. In addition to a few family favourites, these are my indispensable sources of inspiration when coming to deal with the surpluses from the garden. I am lucky, coming from a strong family tradition of preserving and baking, I have role models everywhere I look, who also provide useful inspiration to be creative with my produce. Jams, sauces, pickles, all sorts of interesting cakes, and an almost full freezer attest to a busy time. Herbs are dried for teas and condiments. As it happens, I enjoy doing these things, and don't find them a chore. (photos 5,7&8) It's not for everyone, but it's easy!! There are, like gardening, an increasing number of books and articles available now for people wanting to be creative in the kitchen, for preserving or everyday cooking, literally using the fruits of their labour.

There is a body of thought that suggests the benefits of eating fresh, seasonably available foods are enormous. And although I am running out of creative courgette dishes, and my family are probably tired of the mealtime explanations about which foods I actually grew, one of the major benefits for me is simple satisfaction!



# Great tried and true recipes for your produce

***I'm not very precise with my measuring, so here are a couple of recipes with a built in tolerance to alterations in quantity.***

## *Lyn's very easy Cream of Tomato soup*

Boil your tomatoes with a bit of water until they are soft. (different types of tomatoes are more watery than others, so use just enough water to stop them sticking.)

Give them a quick whiz through the blender, and then push the pulp through an ordinary kitchen sieve using a spoon. (This catches all the skins and pips.)

Pop the strained tomato back in a saucepan.

For every 2l of pulp, add about 250ml cream (You can use milk but if your tomatoes are quite acidic it may curdle. You can use soy milk or buttermilk instead, but the flavor is quite different)

Add salt and pepper to taste and heat but don't boil.

If it is too thick you can add more water, or milk.

Serve hot with grated cheese, chopped basil, spring onions, coriander or parsley, a blob of sour cream or yoghurt on top.

This freezes well, and the flavor is very different depending on the tomato variety. For added flavor you could sauté onions and/or garlic and add just before blending, or add a spot of chilli (powder after blending or paste before, especially sautéed with the onions)



## *Lyn's very easy pesto*

Put one cupful of basil (really pressed into the cup, and you could use watercress, parsley or rocket instead),

¼ cup olive oil,

2 tablespoons parmesan cheese (dried or fresh),

1/3 cup pine nuts (or walnuts or cashews instead);

salt and pepper to taste;

2 tablespoons of lime juice (or lemon), and

2 cloves of garlic into a food processor and pulse until it is all blended up to the consistency you like.

I add more or less oil &/or juice, depending on the consistency.

But don't add water.

This freezes well and keeps well in the fridge.

You can add capsicum or sundried tomatoes, for colour and flavour. The garlic and parmesan aren't essential but both add richness to flavor and texture.

***And from Sandy..***

## *Nana Robinson's Pickle*

2.7 kgs vegetables – cabbage, onions, beans, green tomatoes, broccoli, cauliflower etc

Sprinkle with 3 T common salt and leave 24 hours.

Heat enough to scald, turn into a colander and drain.

Mix together:

1 cup flour 2tsp mustard

½ T curry powder 2 tsp turmeric

Add enough white vinegar to make a paste.

Add 4 ½ cups sugar and 1.8 litres of white vinegar.

Boil in a pan until mixture thickens and is smooth, stirring all the time.

Add vegetables and cook until well heated through. Pour into jars with screw top lids (jam jars)

## *Tomato Relish*

12 Large tomatoes 1T mustard

4 Large onions 1T curry powder

25gms common salt 2T flour

500gms brown sugar 3 chillies

Vinegar

Pour boiling water over tomatoes, leave ½ minute and drain.

Peel and cut into small pieces.

Peel onions, chop and add to the tomatoes.

Sprinkle with the salt and leave overnight.

Next day pour off liquid, take out tomatoes and onion put into a preserving pan with the sugar and chillies.

Add enough vinegar to cover.

Bring to the boil and simmer for 1 ½ hours.

Mix mustard, curry powder and flour to a smooth paste with a little cold vinegar.

Add to the mixture and boil 5 minutes.

Pour into hot screw top jars. (jam jars etc)



*And these which were in the local paper at the height of the feijoa season (Thanks Bay Sun!)*

#### *Feijoa Salsa*

3 feijoas

1 onion

1 tbs. brown sugar

Freshly ground black pepper

Chop into small pieces and mix together or puree.

Serve with steak, chicken or fish, or use as a dip with some corn chips

#### *Feijoa Cream*

3-4 feijoas

225 g plain yoghurt

4 tbs. skim milk powder

1-2 tb clear honey

Chopped walnuts

Peel feijoas and press through sieve.

Place all ingredients except walnut in blender and blend until smooth.

Pour into glasses and chill until set.

Serve with chopped walnuts sprinkled on top



Image courtesy of HortResearch

#### *Get Growing*

Helen Cook

Random House  
New Zealand

RRP \$34.99

LOVE this book!

New Zealand focused Get Growing is a complete guide for any children

wanting to have their own garden. It is jam packed with information. Not only does it cover the nuts and bolts of how to start gardening, what tools to use, what they do and how to care for them, but also how to get going. From preparing the garden, digging, fertilising, deciding what to grow, through to planting, and caring for the garden once it starts to grow.

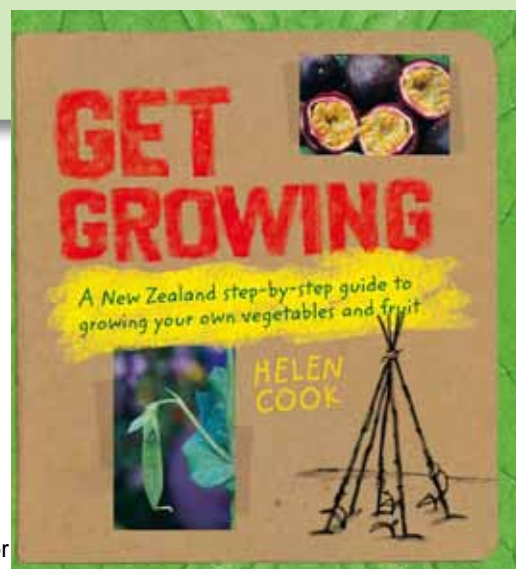
Not only does the reader get all that but it then moves onto step by step projects with catchy names which must be appealing to any budding gardener who wants inspiration. Imagine your child – or class for that matter – growing a 'Pizza Garden', a 'Quilt Garden' or 'Bean Caves', just three of many suggestions complete with instructions.

There are even instruction for constructing your own scarecrow and compost.

The instructions are very clear, tip sheets 'taped' to the pages are excellent and the 'Notes for Grownups' are a great aid for those adults who are quite possibly also learning as they go.

Helen Cook grew up knowing vegetables came from the family garden rather than a shop. With this book she has offered New Zealand children (and their parents) the opportunity to do the same.

Highly recommended reading for either individual gardeners, or as a resource for classes who are adventuring into the realms of starting, or further developing, their school garden.



*Good* Teacher Store

<http://store.goodteacher.co.nz> ■ ■

Games  
Jewellery  
Binoculars  
Telescopes  
Watches  
Weather Stations  
and more



# The Same but Different:

*Mary and I were fortunate enough to attend this conference “EE on the Prairie” the North American Environmental Education Conference, to see what Environmental Education is happening in other parts of the world, as part of our professional learning last year.*

*The overwhelming impression of our time in Wichita was of things that were the same, but different in subtle and sometimes intriguing ways.*

North Americans speak the same language as us, the majority of the participants were white, middle class and we were all educators. However, on delving deeper we found there were vast differences in the words we spoke, our view of life and particularly in Kansas the role of religion in everyday life, the school curriculum and the structure of society. The mandatory requirements for reporting educational outcomes are imposed at district, state and federal levels through the development of standards.

To date very few states have standards for Environmental Education and therefore in most cases justification for Environmental Education is through science. However, the NAAEE has made a concerted effort to broaden the view of Environmental Education to include social justice, equity, diversity and art amongst others.

The social justice thread was very strong in the conference, and there had been a special focus to increase the diversity of delegates, and a focus throughout to include different voices. Despite this, we noticed that although the Black and Hispanic voices were evident there was a distinct lack and acknowledgement of indigenous peoples and their voices.

In fact, there was very little evidence at all of Native American culture, historical or otherwise; the exception was at the Native American museum in Wichita, outside which stood a huge sculpture of the Keeper of the Plains.



We were in Wichita to attend the conference just before the US elections. Our thirteen days in North America included a host of experiences in addition to the conference that resulted in rich and thought provoking reflections on our own life in New Zealand. The conversations with people on the street, on public transport, during field trips and while attending workshops allowed us to interact with people from many different backgrounds.

It was refreshing to meet other educators who were passionate about educating others about the environment and related issues such as sustainability. We explored issues through a variety of contexts ranging from urban communities to wilderness settings.



# observations on a trip to Wichita Kansas

Lyn Rogers and Mary Loveless

The local people also provided food for thought with their views freely given of the upcoming elections and their fears for their children and grand children if the present government had the opportunity to continue in office. There was also the constant presence in the thoughts of people we met, about their loved ones “over there”, in Iraq and Afghanistan. We witnessed the return of troops to Wichita after a tour of duty in Iraq, which evoked feeling we personally hadn’t had occasion to feel here, thankfully. The reality of war was palpable that afternoon.

Wichita, a city in the mid west with approximately half a million inhabitants is the home to several major aeronautical companies, and seemed an unusual choice for a conference focusing on Pioneering New Strategies. The region used to be a key outpost and gateway to new frontiers in the wild west days. Although the region has a rich history we discovered much of this incidentally. Coming from New Zealand where our history is readily recognized and acknowledged, we were surprised to discover how little their history was recognized in an everyday sense.

Although Wichita is known for being part of a conservative region, the city has approached some of its environmental challenges in innovative ways. We were able to experience some of these ideas through several field trips; EE for the Urban Audience and A Walk-About in Wichita, both enabled us to experience firsthand some of the successes and issues faced by the city leaders.

One big environmental problem, from a social justice point of view is that of “Urban Blight”, degraded and damaged suburbs which we were privileged to be shown; some of the places tourists wouldn’t usually see. Workshop participants were invited to provide ideas about how “blighted” neighbourhoods might be improved. Some things which we take for granted such as the organized collection of household rubbish and public transport were not happening in the city at all, and this was particularly apparent in these areas. The residents have to purchase these services from a selection of 19 providers, resulting in 19 trucks travelling down some streets to collect waste on any given day. This arrangement also surprised participants from other States.

This workshop was the only time we experienced the culture of the Native American people being publicly acknowledged, as it was opened with a Native American prayer, song and dance, in the way we would open a workshop with karakia and waiata in New Zealand.

Another serious issue tackled in an innovative way was that the volatile organic compounds remaining in the soil, after the land had been used for many years for industrial processes, were found to be leeching through to the groundwater, creating a public health and economic crisis. These chemicals are now being slowly removed through an ingenious process of accessing the contaminated water through a series of bores, allowing the volatile compounds to vent off and then returning the water to the river systems. The Water Centre carries this function and is also expected to fulfill an educational and community role with a learning centre and resident educator to cater for schools and other



visitors as well. It also presented a more creative view of a water treatment plant than we expected because of the art that was incorporated into the structure.

In contrast to EFS in New Zealand there were strong links made between social and environmental issues and an attempt made to deal with these in conjunction with each other. It was recognized by the city that certain environmental problems weren’t going to be resolved until social issues had been dealt with and innovative ways were being used to address these.

Similarly to New Zealand, schools in the USA are inundated by independent providers of Environmental programmes. These providers have a narrow focus that does not necessarily include student learning outcomes. While many of these programmes support teachers and have positive environmental outcomes the students are not always included in the decision making. We noticed that many



# observations on a trip continued...

conference participants were either providers of the above programmes, pre service educators or University course providers; a similar situation occurs in New Zealand and Australia at our Environmental Education Conferences. We recognize there is a challenge to communicate the importance we place on student learning and the building of student action competence through genuine student participation and inquiry.

We were really impressed with the city's leadership in requiring the allocation of a certain percentage of the budget for incorporating art and green spaces into any new development. This resulted in creative art work everywhere; ranging from the traditional to quirky and humorous pieces and sometimes even incorporated into the structure of the buildings themselves. The city leaders actively sought to develop partnerships that were mutually beneficial to both city and private interests. They did this in order to encourage "buy in" and minimise the potential conflicts between different sectors of the community.





Good Teacher Magazine is reliant on the Adobe CS4 suite for its production so when we were asked if we would like to read and review the following

to books designed to help Photoshop CS4 users we were delighted. How often do we learn what we need to know; to get the job done, solve a current problem, or just to do a quick fix? Here was the chance to check out the books and engage in a little personal profession development at the same time!

# books and things

## Adobe Photoshop CS4 Bible

Stacey Cates, Simon Abrams, and Dan Moughamian

Wiley Publishing Inc

RRP: \$74.99

Adobe Photoshop CS4 Bible is not a book created for a 'quick read'. With about 1200 pages it is a behemoth of a book. However that said I would thoroughly recommend it to anyone either using Photoshop commercially, in a design studio, at tertiary training in photo imaging or at school starting to use this cutting edge editing software.

Hunting online through user forums or looking at help online can be frustrating when you may not be using the correct terminology for the query. Coming with its own cd containing examples relating to chapters within the book and the entire book in .pdf format, it gives the user immediate answers.

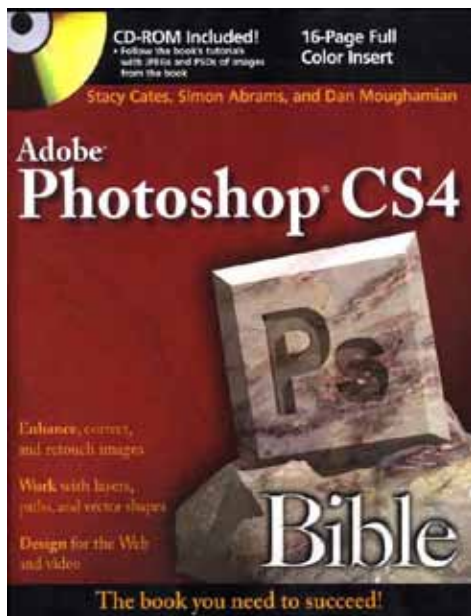
This book is truly a 'Bible' for CS4 and follows the other successful CS Bibles which preceded it. (CS, CS2, and CS3.)

This is not a book to read from cover to cover it is a truly comprehensive compendium covering from basics through to in-depth work solutions. There are helpful cross references, tips and notes to add further depth and build on informational understanding. All aspects of Photoshop are covered. While the majority of the book is in greyscale there are colour plates in the middle and on the accompanying cd.

Both the appendices and Index are excellent.

A huge book, not only in pages but also in the amount and level of content covered... an indispensable aide for users, the review copy is already well used in the office! Highly recommended.

**Note:** Be aware that the cd comes with a single user licence. I feel the content is such that everyone should have their own 'Bible' for constant and instant reference. I would suggest approaching the publishers if you have any queries about this.



## Adobe Photoshop CS4 After the Shoot

Mark Fitzgerald

Wiley Publishing Inc

RRP \$42.99

When I picked up the Adobe Photoshop CS4 After the shoot book I wondered how I could find anything I'd want to say after the previous book.

As with chalk and cheese I was fooled... this book is really neat. It is very user friendly, compact and easy to tuck into the laptop case and take with you as either a

quick reference or as some time filling updating and memory jogger while away from home base.

In full colour the 400 page book, colour coded into chapters is a visually appealing book, ideal for problem solving. There are handy tips, notes and cautions and the information and processes are very easy to assimilate.

The book is easy to dip into and the review copy has a permanent place in the laptop case... I use it while working, if I want an effect I haven't used for a while or want to try something new. I also find if I have a little time to spare it's great to play with and practise something different. It has excellent resources listed and the extensive keyboard shortcuts section and Glossary certainly add value to what is a great little informative book.

After the Shoot is extremely clear and concise and probably of most value to a digital photographer or graphics person who needs to work while on the move and for whom speed is of the essence. That said it also has huge value as a text for photography and graphics students at any level and home enthusiasts who have taken the step to purchase a high end programme and are getting serious about their work. Again as with the previous book this one is highly recommended.

*I often wonder about buying books which appear targeted to a specific programme but Adobe Photoshop is so future forward that I feel both the books reviewed have greater value to the user than just a a resource for one digital imaging programme. They both give concession to the fact that the programme can be run on either PC or Mac and they both also cover organisation, processes and effects. They both have a place in schools, not just as a rather daunting library book but as active everyday resources.*

*Great for teacher and students alike ... Fantastic resources!*



# Time to stop polishing

***The intervention undertaken with respect to visibly failing students is one thing, but what about all the other students who are not learning as well as they should.***

***The news that learning regimes available in every classroom are by nature “inherently inefficient” (Nuthall. 2001), puts an entirely different complexion on things.***

***By definition, that means every student is under performing.***

***Though the extent varies, student to student, in sum it's estimated about half the available capacity to learn of our nation's young, ends up lying undeveloped on classroom floors (Loper, 2007).***

***So what answers does intervention policy have for that?***

By definition, that means every student is under performing. Though the extent varies, student to student, in sum it's estimated about half the available capacity to learn of our nation's young, ends up lying undeveloped on classroom floors (Loper, 2007). So what answers does intervention policy have for that?

In everyday life, if things go wrong, we're usually aware of the fact, and that awareness triggers a response. In education, anybody can spot the visibly failing, but nobody twigs that all students are under performing, even the best. More importantly, it seems nobody links both situations to that selfsame “inherently inefficient” learning regime. Just as importantly, seemingly nobody has spotted the possibility that solving the under performance situation might well end the woes of the visibly failing.

Put another way, by failing to connect the dots here, intervention policy not only commits the visibly failing group to constantly repeat its past dismal achievement record, it's preventing any significant improvement happening for all the other under-performers too. Fortunately, there's now a growing awareness of a need for education to be doing better by all students. Hence, for instance, the New Zealand Curriculum (NZC) sports a new learning-to-learn emphasis, coupled with a lifelong learning one.

But the compilers of the NZC chose not to include Nuthall's understandings in their document. In one hit, they've scuppered that under-performing group's chance of receiving the size of performance lift required.

Not that that matters either, for awaiting NZC's start-up in September, 2009, are the forces that'll frustrate its good intentions. Well organised - with a confidence born of having already seen off every other learning improvement policy educators have ever come up with - NZC's already dead in the water.

Thinking now about fixing things, if, say it was a car that had broken down, we'd turn to the knowledge that already exists and to proven repair expertise - specifically aligned to make and model. For students who are not learning well, a similar process would be followed. While the process appears to work fine for cars, it's never worked well in education. Witness, for example, the achievement gap that hasn't closed at all in nearly two decades.

Hang on, aren't cars less complicated than people? And isn't the learning process far more complex than, say, the piston firing sequences of even high performance petrol engines? And aren't there resourcing issues involved?



# what can't take the shine

**Laurie Loper**  
**Reg. Psychologist**

Granted all that, but there's far more to it than any of that.

For one thing, the integrity of the respective knowledge bases involved differ vastly. Well documented and agreed, the technological knowledge of the modern car advances on the back of continuous science-based experimentation and exhaustive testing. Obviously beliefs are involved, but for these to survive and prosper, they must continuously butt up against the science employed, to say nothing of market realities.

Contrast the knowledge base about learning that educators possess. It has no such integrity. Much of what supports everyday teaching is unsubstantiated, belief-based knowledge that's been around for so long it's become accepted as fact (Nuthall, 2001). Too often it's inconsistent to the point of being contradictory.

None of it coheres around any evidence-based theory, putting teaching practice in the ridiculous situation of having no proven theoretical basis (imagine that happening in any branch of medical science). Moreover, this situation persists even in the face of unequivocal science that refutes its myth-bound basis.

Apparently, nobody sees any of this as being problematic. Again, on the question of availability, unlike in the auto trade, by nature the knowledge around learning is diverse, voluminous, and too often siloed, so is hardly read by those who have need of it.

This is not to say that intervention practice hasn't benefited some sorts of needy students. Of course, many have benefited. However, in terms of current practice making the sort of across-the-board contribution to improving the lot of all of even the visibly failing, current intervention practice patently isn't cutting it.

Neither is it's work with the visibly failing, providing any "flow over" effect into the general education scene. Nothing of a kind, or on a scale, that would benefit, in its entirety, that larger under-performing group. Disappointing special educationalists long held hopes of this happening, any benefit accruing becomes effectively siloed.

In effect then, what's being done makes little if any contribution to the advancement of theory and practice so sorely needed here. It typically amounts to ad hoc attempts at making use of approaches that are nested in that inefficient learning practice, in effect, trying to polish what can't take the shine.

Back to our fixers, on the question of the expertise of the two industries' respective repair-persons, the automotive trade's technicians have a distinct edge. You could say that having an agreed knowledge base and a relatively restricted area of technology to take care of must help a lot. Not really, for the increasing use of automotive electronics and the use of alternative power sources means fixing cars these days is complicated work in its own right and getting more so by the day.

Contrast this with the situation in education. Learning being the sector's core business, personnel in all sections - policy, administration, monitoring, assessment, teacher education, teaching, special education, research - have maintenance and/or repair responsibilities of one kind or another. Imagine what it takes to get that diverse bunch all singing from the same song sheet.

You might say they have the advantage of sharing a common understanding of how learning works, each acquiring that from a twelve or so year apprenticeship in the education system. Ironically, that's no advantage. That common understanding is just so significantly in error, it's a major part of the problem.

Talking fixing still, what ought to be occupying our thoughts, though, is why is it so difficult for all in the education sector to even entertain the notion that their understanding of the act of learning is so much in error? The short answer is that each person is immersed from an early age in the existing learning paradigm and knows nothing else. There's no basis upon which such a notion might form.

More over, there's what Nuthall calls "teaching culture", his name for that sorry bag of mistaken learning beliefs and practices everybody knows about and accepts. Those beliefs might as well have been imprinted in our genes for they've become so second nature nobody's aware they exist. With that whole culture embedded in the unconscious, it's not open to scrutiny and so has the ideal conditions for perpetuating itself.

Nobody in the education sector, then, is ever going deny what they, and everybody else in the country, believes in. Nobody's ever going to give credence to the idea that there's anything suspect about the way we understand and practice learning, let alone start calling for changes.

Over the years, it's no wonder the education sector's ran "steady as she goes" policies and had an uncompromising "if it ain't seen to be broke, don't fix it" attitude to anything





threatening the understandings and practices it's policies are based on. It's no wonder, either, why intervention has always concentrated on promoting every "best practice" that's arisen off the back of those misbegotten beliefs.

Combine an unwitting ignorance with this power-of-the-majority thing, and it's difficult to imagine a paradigm shift happening any time soon. That spells a bleak outlook for the chances of the visibly failing - along with every other student - from ever learning as well as nature has programmed them to do. Until there's a sufficient body of people who understand what's amiss, and who become convinced of the need to take another path, we're effectively stuck with this situation of massive underuse of social capital. Call it waste if you like, but it's also a tremendous opportunity going begging.

Put it this way, this isn't a situation wherein The Emperor of Learningland has been discovered in the buff. It's one where his loyal subjects haven't a clue of what's what. So they can't tell him that his clothes are outmoded, that they're offending the foreign traders and that they're costing his kingdom's economy big bucks. Given the situation's dire, what's it going to take to get The Emperor his country-saving, wardrobe makeover?

Many answers spring to mind, but let's limit it to one that exemplifies much of the thinking needed in this situation. Hopefully it'll spark others to act as well. It's something that's gone past the idea stage. The interest it's generated is going to see it get implemented.

Hopefully it'll also become too compelling a demonstration research to be ignored. It traverses territory into which Government education policy has yet to venture - changing understandings around learning. Even worse, in denying what the Ministry of Education (MOE) obviously sees as pivotal causation, it lies athwart of much of the thinking underpinning intervention programmes currently being funded. This makes for difficulties, but given the aim here is to improve learning outcomes across the board, albeit by going down a different pathway, it's to be hoped that the MOE would not stand aloof for too long.

Government funding being unlikely, negotiations have been with Te Runanga o Ngai Tahu (TRoNT). One hook to TRoNT's participation is that all Ngai Tahu students - irrespective of whether they're the around 15 percent in Maori medium situations or the 85 per cent in English medium ones - are all likely to benefit. A second is that participation holds the promise of regaining mana for Maori in a sector long bedevilled by negative press. A third is that, because it'd be helping all students improve their learning, not just Maori, it would show yet again Ngai Tahu's preparedness to be a positive contributor to the welfare of the general community.

In brief, it's intended that an educational trust be set up. It'd be funded such as it'll earn an annual award of sufficient

size to provide for around a year's whole school staff development for one secondary school per year for the foreseeable future. The award would be open to the South Island secondary school with the highest proportion of its Ngai Tahu students achieving NCEA Level 1 status (note this may change as advice from Profession John Hattie, the well known researcher and teacher educator, suggests Level 2 might be the better option).

A condition of the award is that the staff development programme and associated training would be based on the new learning research produced mainly by the late Graham Nuthall.

The Graham Nuthall Classroom Research Trust and the College of Education, Canterbury University, would do the work involved, the school paying from its award. Most of the programmes that would be used already exist. Some have been in use for some years. Others have either been used in trial situations, and/or exist in a form that would allow them to be adapted. It is intended that the efficacy of all work undertaken would be researched.

The staff development-cum-training would include: deprogramming the mistaken beliefs about teaching and learning, studying the new research, acquiring the use of a unique, efficient learning model called Self Directed LearningT, (SDL), and training in the use of some new forms of learning support, including a new approach to the way students acquire learning skills. The participating school would be encouraged to co-manage and co-research the project and to undertake some research - consistent with the overall programme - of its own choosing. The possibility this programme might gain for staff some kind of a university paper equivalent will be explored.

Students and parents will get training in new ways of providing learning support as well. Parents, too, will have opportunity for education about the faulty beliefs and about the new knowledge available. There are some quite unique features to this parent involvement, both in content and in means of delivery. (Note: It's intended to discuss the programmes/models involved more fully in future articles).

Portrayed in this instance as a secondary school intervention, there's nothing about it as an intervention model that makes it applicable to that level only. Neither is it unique to the context in which it's proposed it be developed, making it then a flexible and portable intervention model.

Strategy wise, the parlous achievement situation that Maori have endured for years offers advantages in getting that paradigm shift. Already there's evidence of Maori preparedness to accept the thinking involved here. Being only too aware there's something drastically wrong with the education as provided, Maori have long sought better solutions. The promise this new research has for Maori, with it's possibilities of increased outcomes across-



the-board, isn't lost on them. A willingness to give something different a go could be anticipated. Seeing a significant Maori funding input and sensing the can-do innovation being employed, will give added impetus.

Also, the sense of whakapapa and manakitanga means - once its benefits become apparent - they'll be more likely to swing in behind it en masse and to demand it's wider application.

Credibility wise, this project has the backing of the Graham Nuthall Classroom Research Trust, and the College of Education, Canterbury University. The concept also has the support of a number of prominent and experienced academics and special education practitioners, along with the Kaiwhakahaere of TRoNT and CEO's from both Ngai Tahu and Tainui. It also has the support of the local taurahere roopu, Ngai Tahu Ki Tauranga Moana.

One senior Ngai Tahu businessman, prominent in forging the recent multi million business merger Tainui now has with Ngai Tahu, has ventured the opinion that Ngai Tahu ought to consider investing a million dollars in the concept.

To conclude, it's very apparent that intervention policy lacks the perspective allowed by the new research. Currently that policy isn't headed towards countering the general under performance situation. Neither is it providing enough gains for the bulk of the visibly failing. Nor is it sufficiently geared towards stemming the flow of such students into the system, let alone providing well enough for especially their early progress in acquiring learning skills once they've entered the school system.

Over the years I've observed programmes and reforms come and go, making no lasting impact on the general under performance situation nor contributing significantly enough to the way the visibly failing fare. Pared back to their basics, things like "best practice", along with any 'new' change approach you might care to name, invariably turn out to be but variations on the same inefficient teaching/ learning model Nuthall has so convincingly identified as being problematic.

There's far more to getting improved across-the-board outcomes than by achieving increases in things like student engagement, parental involvement, teacher staff development, or whatever. Without a different understanding of learning, and of the new student role in it that must follow, things can't go anywhere, Thinking otherwise merely perpetuates the false hope we've been running on now for too long.

Meantime, continue to expect better service from your expert car repair person than you'll get from the education system. That's if, like me, you're expecting that within a reasonable time frame, learning outcomes will be matching the "remarkably similar" capacity to learn Nuthall found all

but a few students bring to school daily.

Until that happens, expect to get more sparkle and gleam from wash-n-waxing that newly fixed car than anybody's going to get from polishing up the dross of that imperfect learning regime - the one that current intervention policy expects us all to take such a shine to.

#### References

Nuthall, G., (2001). The cultural myths and the realities of teaching and learning. Paper to the NZARE Annual Conference, Christchurch. Dec. 2001.

Loper, L., (2007) Notional Diagram. Unpublished.(Copies available free from l.loper@xtra.co.nz)



# books and things

## *Children as Citizens?* *International Voices*

Edited by Nicola Taylor and Anne B Smith

Otago University Press

RRP: \$45.00

*Children as Citizens* was written by an international group of academics to report on their study of children and young people in six countries (Australia, Brazil, New Zealand, Norway, Palestine and South Africa). Their research was conducted under the auspices of the Childwatch International Research Network – a global, non-profit, non-governmental network of institutions engaged in research for children.

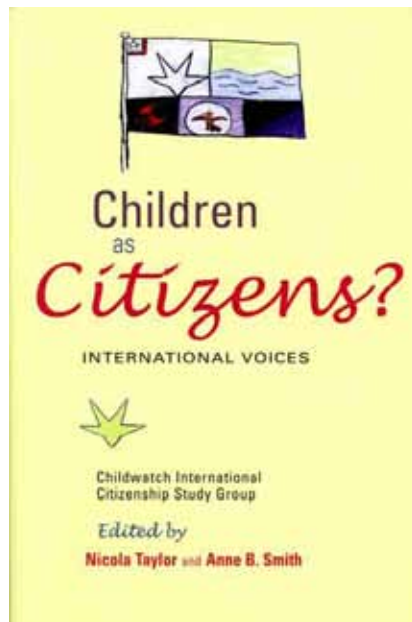
The children (8-9 years) and young people (14-15 years) were researched to find how they viewed their status and membership in society, with regard to identity, rights and responsibilities.

Qualitative methodologies were used to “allow the expression of children’s voices and place children in the position of active subjects rather than passive objects” (pg 35) While “Surveying parents and teachers to ask about their views of children’s citizenship was important as a means of providing some triangulation to the study.” (pg 37)

After the Overview and Research Methodology chapters we are led through the results of the individual countries through to the conclusions and future directions. With the New Zealand Curriculum in mind the latter makes fascinating reading and should be compulsory for all educators, policy creators and politicians.

It would be of interest to see the similarities or differences should this study be continued unto a wider range of countries, China, Russia and some central African countries spring to mind.

This well researched and informative book should be part of every school’s staff library and expected reading for all policy makers and politicians. With the increasing emphasis on using ‘student voice’ this book is an essential read, aid to understanding and guide to the future.



## *Politics in the Playground. The World of Early Childhood in New Zealand*

Helen May

Otago University Press

RRP \$49.95

This newly updated and revised sequel to *The Discovery of Early Childhood* (1997) resumes the story after World War Two.

Part One – Growth and Expectation covers to the late 1960s, Part Two - Challenge and Constraint to the early 1980s and Part Three – State Interest and Devolution charts from the 19802 to the end of the twentieth century. Part Four – Strategic Directions is a newly created chapter for this (second) edition covering the beginning of the new millennium.

A meticulously researched book which has an interesting juxtaposition of hard facts and quoted recollections which gradually lead us through the trials of progressing early childhood education, home, state and play centre, through to the development of Te Kohanga and the emergence of Kohanga Reo programmes.

Coverage is also given to movements which had further effects, including the freedom of the 60s/70s, and the liberation of women. The pivotal happening was the eventual recognition of the importance of, and value which should be accorded to our pre-school education, and those who are the facilitators of this.

This book made extremely interesting reading. It covers too much ground to be able to acknowledge even a portion of it here in a short review. Helen May gives the reader excellent coverage of a service which for too many years was undervalued and often ridiculed or ignored. She offers perceptive observations on where we are currently at and what challenges are already arising which may well inform another chapter in the not too distant future.

*Politics in the Playground* is a most readable, well researched and engrossing text. This could well provide an informative background learning opportunity to early childhood providers and training students, in fact I would recommend it as required reading for anyone interested in any aspect of education in New Zealand.



# NEW ZEALAND HEALTH EDUCATION ASSOCIATION (NZHEA)

He oranga ngākau, he pikinga waiora  
Positive feelings in your heart will enhance your sense of self-worth



CONFERENCE IN SEPTEMBER:

## MAKING CONNECTIONS

28 - 30 SEPTEMBER 2009

TAURANGA BOYS' COLLEGE

FEATURING KEYNOTE SPEAKERS:

Dr Peter Lind Director NZ Teachers Council

Dr Simon Denny MPH, FRACP

Dr Louisa Allen

Peter Allen - Director UC Education Plus



AT THE NZHEA CONFERENCE 2009:

INSPIRATIONAL KEYNOTE SPEAKERS

WIDERANGING LEARNING OPPORTUNITIES IN A VARIETY OF WORKSHOPS

KEY HEALTH ORGANISATIONS

OPPORTUNITIES TO NETWORK WITH OTHER HEALTH PROFESSIONALS

EXPO - THE LATEST AND GRESTEST INFORMATION AND RESOURCES IN THE FIELD OF HEALTH EDUCATION

WORKSHOPS ON:

PRIMARY HEALTH - FOOD AND NUTRITION - PHYSICAL EDUCATION - PHYSICAL ACTIVITY

JUNIOR SECONDARY HEALTH - NCEA HEALTH - RESILIENCY EDUCATION - HAUORA

EFFECTIVE TEACHING AND LEARNING PRACTICES IN HEALTH EDUCATION - DRUG EDUCATION

COMMUNITY APPROACH TO ELIMINATE BULLYING - A WHOLE SCHOOL APPROACH - HEALTH PROMOTION

STUDENT WELLBEING - SEXUALITY EDUCATION - SPECIAL ISSUES FOR CHILDREN AND ADOLESCENTS

NEW ZEALAND CURRICULUM 2007

**REGISTRATION FEES:** All prices GST exclusive (and includes morning teas and lunches)

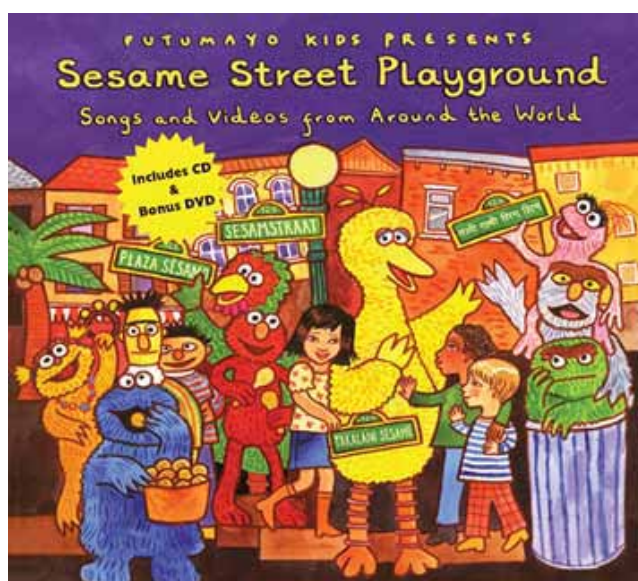
Early Bird Registration	available to June 30 (Members only)	\$350
Early Bird Registration	available to June 30 (Non-Members)	\$400
Regular Registration	from July 1 (Members Only)	\$400
Regular Registration	from July 1 (Non Members)	\$450

**Making Connections - NZHEA Conference 2009 -**

**To register go to: [www.healtheducation.org.nz](http://www.healtheducation.org.nz)**

Any queries?  
Please phone:  
07 858 5106

# Putumayo World Music



*Putumayo World Music was established to introduce people to the music of the world's cultures.*

*In the past sixteen years, the label has become known primarily for its upbeat and melodic compilations of great international music characterized by the company's motto: "guaranteed to make you feel good!"*

*Putumayo's CD covers feature the distinctive art of Nicola Heindl, whose colorful, folkloric style represents one of Putumayo's goals: to connect the traditional to the contemporary.*

*Putumayo is considered a pioneer and leader in developing the non-traditional market. A large portion of its target audience consists of "Cultural Creatives," a sociological and lifestyle term for 50 million North Americans and millions more around the world with an interest in culture, travel and the arts.*

*In an effort to reach beyond the United States, Putumayo is working with other international organizations to support multi-cultural education around the world. Putumayo supports specific organizations working in the countries where the music originates. This year Putumayo are supporting charitable organizations by contributing a percentage of the proceeds from their releases.*

***The three cd's reviewed this term add to the stable of children's music available from Putumayo.***

## *Sesame Street Playground*

### *Songs and Videos from Around the World*

Sesame Street is seen and loved by both children and adults all over the world. This lovely cd was a romp through twelve countries from the Netherlands to Brazil.

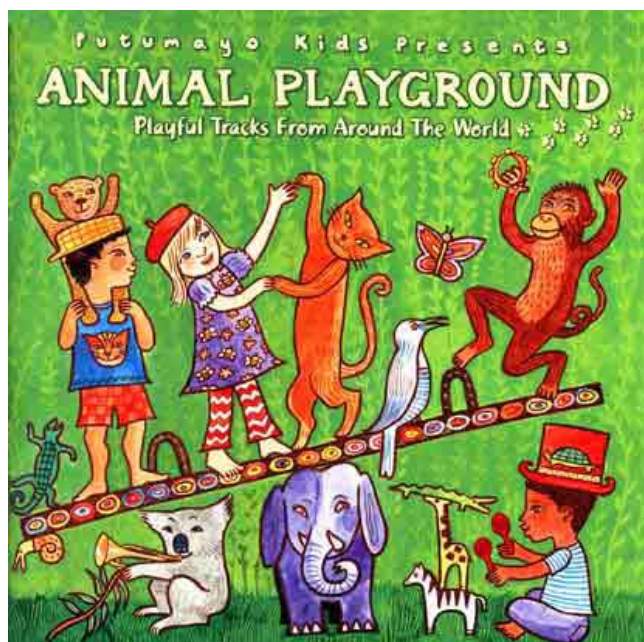
Rubber Duckie sung in Chinese is a cute revelation, the song of friendship stands out while the children singing 'One Small Voice' were evidence of the ability of music to circle the world successfully. Elmo's song and Sing – the Kids are in English but Sesame Street is so entrenched in our world that the international music is familiar and a delightful addition to the Sesame Street story and a way for children to gain understanding of the world of music and that while things are different in other countries in some ways they are just the same.

- 1 Sesamstraat • Sesame Street Theme - Sesamstraat Open • (The Netherlands)
- 2 Takalani Sesame • Pollution Song • (South Africa)
- 3 Sesame Street • Elmo's Song • (USA)
- 4 Zhima Jie • Rubber Duckie • (China)
- 5 5, rue Sésame • La Chanson de L'Amitié • (France)
- 6 Ulitsa Sezam with Na-Na • The Song of Caretakers • (Russia)
- 7 Sesame Street • Sing - The Kids • (USA)
- 8 Plaza Sésamo with Aleks Syntek • Ricas Frutas • (Mexico)
- 9 Galli Galli Sim Sim • Galli Galli Sim Sim Theme - Show Open • (India)
- 10 Shara'a Simsim • Traditional Game Song • (Palestine)
- 11 Rechov Sumsum with Ronnie Rock • En Den Dino • (Israel)
- 12 Kilimani Sesame • Don't Be Sad Song • (Tanzania)
- 13 Vila Sésamo • One Small Voice • (Brazil)

The accompanying DVD comes with subtitles in a choice of four languages (or you can just select 'none' and enjoy!) while the videos are from India, Mexico, Israel, South Africa and Russia.

A lovely cd, not only for its music but also for the social studies and language possibilities

**Order Putumayo cd's through Good Teacher Store <http://store.goodteacher.co.nz>**



### *Animal Playground*

#### *Playful Tracks from Around the World*

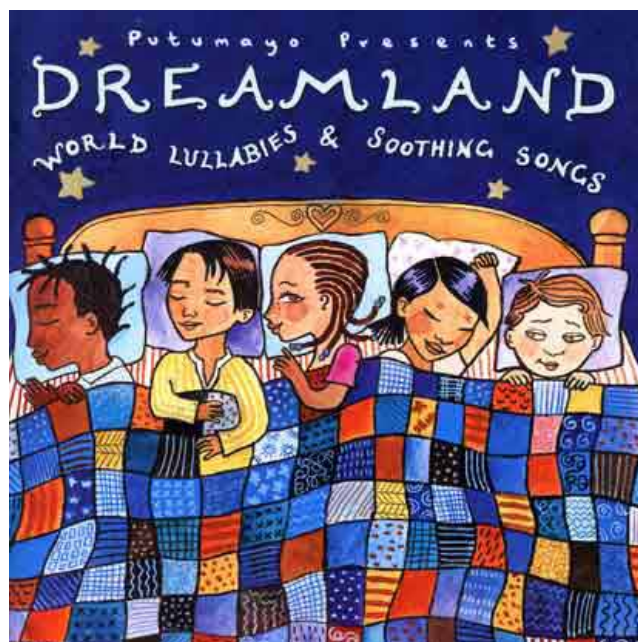
The second cd is a mixture of bluegrass, blues, folk and country music - very easy listening no matter what language they are sung in. The excellent booklet of notes on each track is in four languages and offers good descriptions on what each song is about. Gary Rosen's jazzy rendition of the Three bears is a lovely catchy integrated vocal/instrumental track – ideal for group interaction.

I can see Paul Melacon's version of 'If a Dinosaur Was My Friend' becoming a firm favourite with small boys. The final track by Ladysmith Black Mambazo (the Lion Sleeps Tonight) is a much slower version than that we are accustomed to but in this version it is a beautiful lullaby rather than a folk tune.

- 1 Wee Hairy Beasties • Animal Crackers • (Chicago, USA)
- 2 Asheba • No More Monkeys • (Trinidad)
- 3 Quartetto Cetra • Nella Vecchia Fattoria • (Italy)
- 4 Guillermo Anderson • Aves • (Honduras)
- 5 The Be Good Tanyas • The Littlest Birds • (Canada)
- 6 Gary Rosen • The Three Bears • (Brambleboro, USA)
- 7 Ze Renato • Cantiga do Sapo • (Brazil)
- 8 Les P'tits Loups du Jazz • L'Otorhinocéros • (France)
- 9 Samba Salad • Bigi Kaiman • (Netherlands)
- 10 Don Spencer • Don't Ever Step on a Snake • (Australia)
- 11 Terri Hendrix • Eagles • (Austin, USA)
- 12 Phil Melacon • If a Dinosaur Was My Friend • (New Orleans, USA)
- 13 Ladysmith Black Mambazo • Mbube • (South Africa)

The catchy nature of the songs on this cd would be appreciated in the class, the sounds are neat and they offer an appealingly different opportunity to introduce new languages and songs to children, all based around themes which appeal and are familiar.

***“guaranteed to make you feel good!”***



### *Dreamland*

#### *World Lullabies & Soothing Songs*

I would package this cd up with a bottle of wine and some beautiful candles and give it to friends (with children) who need the opportunity to chill out! They could listen to the cd and enjoy the wine and candles in the evening and the next day the children could also be soothed by what has to be one of my favourite cds.

This cd has not only the usable classroom assets of the first two cds but is also glorious to listen to at home playing in the background or as a 'chill out' sound. It offers a peaceful and restful interlude (35 minutes) with beautiful tunes which have been well selected and ordered.

Selecting any few from a diverse group of songs is difficult but if I had to the following are very special. The lyrical Naïma from Benin on the first track, Thula Mama from South Africa, through the hunting Cradle Spell of Dunvegan from Scotland and the all to short Durme Durme from Brazil

- 1 Angélique Kidjo w/Carlos Santana • Naïma • (Benin)
- 2 Erick Manana • Ny Fitiavako An'i Mama • (Madagascar)
- 3 Teresa Doyle • A Lullabye • (Canada)
- 4 Sibongile Khumalo • Thula Mama • (South Africa)
- 5 Claudia Martinez • Arriba Del Cielo • (Mexico)
- 6 Letterstick Band • Yi-Rrana • (Australia)
- 7 Virginia Rosa • La Vai Alguem • (Brazil)
- 8 Lynn Morrison • Cradle Spell of Dunvegan • (Scotland)
- 9 Tanja Solnik • Numi Numi • (USA)
- 10 The Sanshin Cafe Orchestra • Cradle Song • (Japan)
- 11 Beatriz Pichi Malen • Cancion Para Dormiraun Nino • (Argentina)
- 12 Fortuna • Durme Durme • (Brazil)
- 13 Zulya • Lullaby • (Tatarstan/Russia)

Restful with beautiful tunes which have been well selected and ordered. A wonderful gift!



# A Time for Change

by Steve Abernethy

## Background

Towards the end of 2008, we became increasingly aware that we had to change what we were doing in our department. Results were poor; students were bored; feedback was quite critical of the programmes we were running.. And students were simply not engaging. Inspired by courses (such as Guy Claxton's and Mark Treadwell's) and captivated by the vision and potential of the NZC, we made some very dramatic, very revolutionary decisions in the English Department.

In terms of data analysis – the information was quite clear.

Our students were not achieving educational success not so much because they couldn't so it – but more because they were just not interested.

They had no voice, no choice and we were boring them to death! The way we have done things for the past 4 or 5 years had to stop!

It was time for a very different approach!

## Change

We decided to start with years 11, 12 and 13. Whilst there would be serious changes to all years, it was wiser to tackle these critical NCEA years first.

The first major change was to abandon streaming. No more 101, 102, 103. We were now repulsed by the notion that we should be dumping good kids into a "cabbage class" and sealing their fate!

We had always known that some kids in the "top" class were weak at speeches or weak at designing static images. Likewise, we had 103 students who could present stunning posters and amazing dramatic monologues. Crucial to this change was the ability to timetable all year 11, year 12 and year 13 classed together in single lines to allow students to choose between various options.

As a department that once championed the cue of segregated learning, we were now treating all students as equals – as seeds (rather than buckets – Guy Claxton).



“*They had no voice, no choice and we were boring them to death!*”

### New Vision

To start with, staff put together a course that was designed to be interesting, relevant and engaging.

Where previously we had planned out courses a year in advance, and then fitted kids into them on the rough guess that they were either strong, average or weak, we now planned courses around them – fitting activities and learning to meet their expectations and aspirations.

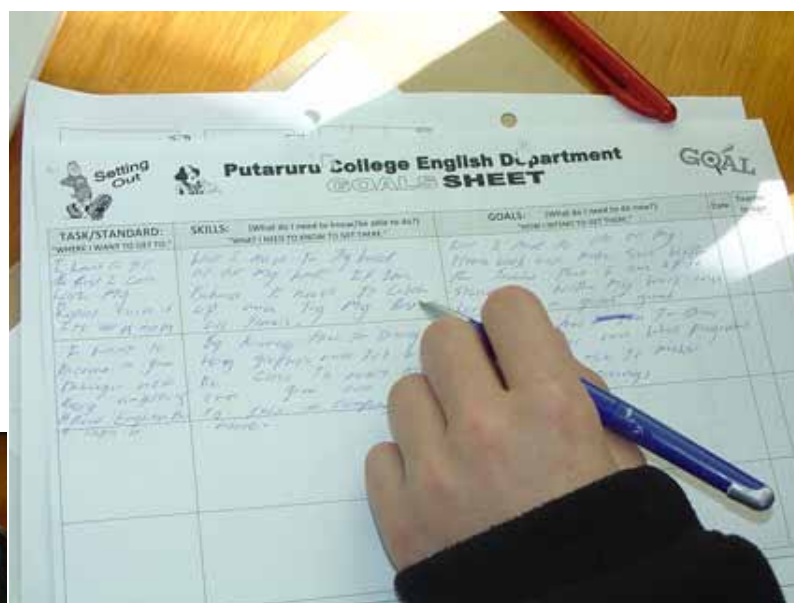
Each teacher produced a rough outline of a 7 – week module.

The primary focus was on engagement in the Task – not on credits as before.

Around the task were the skills we wanted to develop (Learning Goals) and lastly, teachers provided several options of assessing the learning that students would be allowed to negotiate.

This was quite a crucial change to the way we planned:

**TASKS -> SKILLS -> ASSESSMENT.**



The focus was deliberately not on ASSESSMENT.

For years students had simply sat like hamsters on wheels, churning out credits.





## New Language

### No More "Work"

Whoever said "You can't change the culture without changing the language" was wise!

We needed to change our language.

We banned the word "work" - instead we wanted to talk about "your learning" = personalised, positive.

The intention was to shift the responsibility for learning back on the student.



### We Speak "Learnize" (Guy Claxton)

We changed the language of assessment: where before we spoke about "doing 1.1" (creative writing) or "finishing 90055" (short stories), we now spoke deliberately about the Task or Skills – not the assessments.

The assessment, though obviously important was deliberately put last where it should be!

Assessment simply told us how well the LEARNING has progressed and what needed to be tweaked.

If you would like to email Lucy, use the following address:  
lucy@ed-media.co.nz

Looking for something special for your \_\_\_\_\_ ?

Lists supplied to assist and jog memory!

Forget to get your \_\_\_\_\_ a \_\_\_\_\_ present?

Let *Good* Teacher

Store help you fill in the blanks

Wife	Because you care!
Sister	Birthday
Self	Anniversary
Brother	Friendship
Friend	Mothers Day
Father	Fathers Day
Self	No reason
Colleague	Because you can
Self	For fun

<http://store.goodteacher.co.nz>





NEW ZEALAND READING ASSOCIATION (NZRA)

# MULTILITERACIES IN THE CLASSROOM

## 27 OCTOBER 2009

FEATURING: MICHELE ANSTEY AND GEOFF BULL

ABC ANSTEY & BULL CONSULTANTS IN EDUCATION

WWW.ANSTEYBULL.COM.AU



AT THE NZRA DAY 2009:

**SESSION 1: AN INTRODUCTION TO MULTILITERACIES**

The purpose of this session is to define and explore the concept of multiliteracies. It is introductory in nature and provides a practical knowledge base.

The following concepts will be explored, why literacy education will need to continue to change in order to equip our students for present and future societies and what 'being multiliterate' actually means. It also covers why pedagogy and design are important aspects of multiliteracies, and practical implications for the classroom.

**SESSION 2: EXPLORING CODE-BREAKING WITH TEXTS OTHER THAN PRINT: STILL IMAGES**

This very practical session will explore in an introductory way the code-breaking skills necessary to read still images. Participants will be provided with a language for analysing and discussing the meaning of still images and the role they play in texts. Opportunities to apply these codes in workshop activities and discussion will be provided.

**SESSION 3: EXPLORING TEXTS OTHER THAN PRINT: MOVING IMAGES**

This session will be an introduction to the language and skills necessary for the critical analysis of moving images (eg film and video) in a range of genres and contexts.

The aim is to develop a shared vocabulary and understandings about reading and viewing a range of moving images, including video clips and movies. Participants will engage in an interactive discussion and practical activities with moving images followed by workshops activities that will explore how these ideas might be translated into classroom practice.

DATE	VENUE	FAX
27 October	Hamilton	07 838 4502

TIME:	9.00AM-3.00PM	
COST:	\$120.00+GST - MEMBER	<input type="checkbox"/>
	\$140.00+GST - NON-MEMBER	<input type="checkbox"/>

**COURSE ENROLMENT: FAX RETURN** Complete all details and fax to the Course Coordinator, 2 weeks before course date.

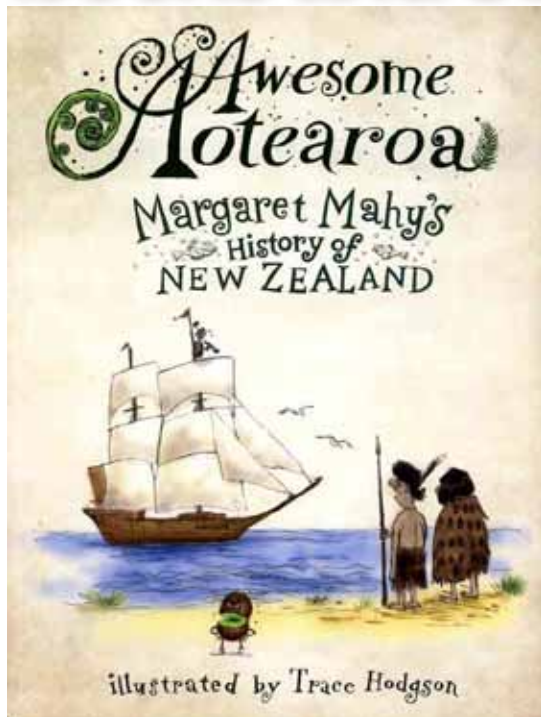
Please tick: ☐ Multiliteracies in the Classroom

Name: ..... Email address: .....

School: ..... School Ministry Number: .....

Fax No: ..... Phone No: .....

Fax to: Hamilton: 07 838 4502  
Email: poundn@waikato.ac.nz



## *Awesome Aotearoa*

*Margaret Mahy's History of New Zealand*

Illustrated by Trace Hodgson

AUT Media – MacMillan (distribution)

RRP \$29.99

Taking us from the beginnings of New Zealand – Gondwanaland, through to the end of the last century, Mahy's asides make this an accurate amusing story of the history of our country.

Consisting of a massive 35 (short) chapters, the play on words is vintage Mahy – 'Wars? A Bit Boering!' The book covers a huge range of topics and while they are really touched on lightly the cumulative effect is an excellent coverage of those things which have impacted on the development of New Zealand as a nation. The approach is non-partisan and the tone in which it's written could only have been achieved by someone with a fondness for both their country and its inhabitants.

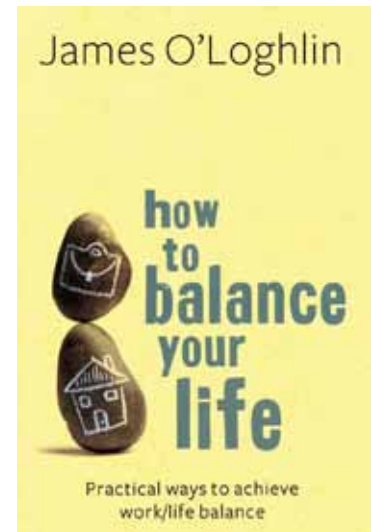
An entertaining read for astute children and adults alike. While the reference to actual politicians may not be easily understandable later on, this is the only part I could comment on in this manner.

The book is engaging whether reading the entire book in one sitting or dipping into it a chapter at a time.

The illustrations, by well known Trace Hodgson, suit the quirky nature of *Awesome Aotearoa*, Hodgson's humour (slightly different in itself) and Mahy's seem well matched and the integration of the illustrations cannot be faulted. Losing place in the text because of laughing at the illustrations happened on more than one occasion!

*"Perfect for bedtime reading, classroom discussion and stealing from your kids' bookshelf, Awesome Aotearoa is set to become a Kiwi classic."* From the back cover of the book.

This quote cannot be improved on – a truly lovely book – More Margaret Mahy Magic!



*How to balance your life: Practical ways to achieve work/life balance*

James O'Loughlin

Allen & Unwin

RRP \$26.99

James O'Loughlin, comedian, lawyer, radio broadcaster and negotiator, resigned from his job to spend more time with his family. What better authority to consequently write this book?

*'The unexamined life is not worth living.'* Socrates

This quote prefaces a book which encourages you to look at your life. To face what your life is currently like and to make some decisions on what you need to do to make it better by attaining a better work/home balance.

It offers suggestions and strategies and highlights things you might wish to avoid noticing (though you know you really should!)

It looks at why you might or should want to lead a life of balance and makes suggestions and offers procedures to assist you in working through the processes involved in achieving that balance.

An absolutely practical, logical and sensible book covering aspects of life I had never considered addressing which may have tipped things out of kilter. It has great examples and poses searching questions while still being easy to read.

The book is divided into two parts:

*Why should you balance your life and*

*How to balance your life – a step by step guide.*

In today's world where we can inadvertently get caught up in the rushing between work and home, trying to do well at both and sometimes not really achieving either, this book is a good reason to sit, read, reflect and consider whether we are doing it right.

I would suggest this book is an excellent book to read, ground yourself and evaluate direction, not just once but on a regular basis.

*"No one ever has enough time. Almost everyone agrees that achieving a better work/life balance is something worth striving for. Yet hardly anyone actually does anything about it. Especially in the current economic climate, trying to find time for the things that really matter whilst paying the mortgage, battling peak hour, picking the kids up and keeping your job seems impossible, right"* (A&U press release)

I believe that James O'Loughlin has gone a long way towards showing how – the rest is really up to the individual!

# Why Do We Travel?

## Part two

*Just to bring you up to speed. Lomlf and I are spending a short time in Marrakech looking after a couple of classes.*

*We have had one trip through the souk or market. Pretty scary and the weather was disgusting.*



So the the following day we talked about the tour experiences we'd had the previous day. We talked about the effect tourism has on the economy in this area. Also how the downturn in the world economy is going to create long term hardship. Most people are on the poverty line. Remove even part of their income and they drop into the starvation area.

I pointed out that Morocco is the biggest recipient of aid from the EU for developing countries, getting some 650 million per year. They have also been 'loaned' billions of dollars of weaponry from the USA. The money from the EU is going to build new hotels and roads to attract more tourists.

However with the uncertainty in the world economy and the violence in the middle east, tourism is dropping off. This creates the perfect breeding ground for the Al Quaeda Sympathies. (Ed Note: a New Zealand Herald story confirms this point).

We decided we would 'borrow' a couple of the school vans and do a real tourist trip. With real tourists.

As part of the research I popped down to the reception in our hotel and got a photocopy of all the trips that the hotel did. The team and I then worked out what the cost would be for us to do similar trips. We felt we could do it better and cheaper.

We spent a full day designing a pamphlet. We were going to utilise the computer and printer at the school. We felt the pamphlets in colour would be more effective than the black and white pamphlets that most hotels had. Luckily one of the parents had a business where they could make magnetic signs for the vans. He was happy to do it for free as it was a school project.

So with the pamphlets given out, local children as guides, Lomlf and me as drivers and free vans... we were in business.

Our first arranged trip was to the Ourika Valley. This is a valley in the Atlas mountains. It was only about 45 minutes from Marrakech so we picked up our first 4 guests.

All around us were people who looked like they were starving, thin and angry.

As we drove over a one and a half lane concrete bridge with no sides we passed buses and trucks going the other way. Scary stuff.

There were trucks piled high with thick duvets (looking as though they had just arrived from Russia). There was an area out in the open where they slaughtered goats, sheep, ducks, chickens etc. No OSH requirements or health restrictions.

As we crossed the bridge the men walking beside us couldn't stop staring at our guests. It was almost like cobras staring in at a bevy of mice waiting to be eaten. Really scary. There were very few women around which made Lomlf very nervous. We were going to stop and have a look around but with the experience of the men looking in we thought better of it.

After driving to the end of the village I backed up and turned around. The people weren't aggressive or outwardly angry but you could feel this simmering feeling that they were pissed off and they were just looking for a target to latch onto. As we left the village there was an audible sigh of relief from all on board.





Our next stop was one of the many swing bridges over the river. Our guests go out of the van and we encouraged them to take their life into their hands and walk across the bridge. All the rungs were made of pieces of wood picked up from the river. It was a bit like lotto, you didn't know if the piece you were standing on was rotten or sound.

Once we had them on the bridge I got the boys to start swinging it. This caused much consternation with our guests to the extent that they began screaming and sobbing with what I felt was pure unadulterated pleasure. It turned out to be pure unadulterated fear. I had the guests screaming and sobbing on one side and Lomif



screaming at me to stop in the other ear. As the guests were begging me for mercy I got the boys to stop swinging the bridge. It had been my intention for the guests to pay for that pleasure but in the end thought better of it.

Having got back into the van we proceeded to the restaurant for lunch. Having had a look through the guide books we had chosen a restaurant on the edge of the river. When I say on the edge of the river I actually mean in the river. There were tables set on small islands across the river. The tables had plastic chairs arranged around them and you felt as tho the chairs should have a warning on them "In the event of a flash flood please use this chair as a flotation device. The cost of this chair is included in the price of your meal. No refund is given for the return of this chair."

We had organised a set menu with tagines (lamb, beef or vegetarian) with fresh fruit as desert. Very appetising and healthy and cheap.

We quickly finished the meal and then proceeded to the upper part of the village where the guide was waiting to lead us on the "walk" through the valley. We had been informed that this guide was the best available and he again was very cheap.

With all the guests fed and watered we set off. The first part of the walk was comparatively easy going up a number of flights of stairs but as in everything in Marrakech nothing is as it first appears. The steps became steeper and steeper.





Every 20 meters or so there was a little stall either selling trinkets or soft drinks or both. It was almost like going back to the days of the hippies when there would be crowds of kaftan wearing, long haired, unshaven louts hanging around smoking copious quantities of hashish. They're gone but the stalls were never removed and stand there as ghosts of times long past.

The thing that has drawn the people of the world to this area over the centuries is not just the beautiful scenery but the minerals in the rock. Even Winston Churchill spent time in the Atlas mountains to paint the beautiful scenery. As we walked up thru the rocks everywhere there were veins of different coloured minerals showing up. There was quartz, red minerals, turquoise, green mineral a bit like greenstone or jade, plus others of all different hues. These are still being mined by the locals and used for their local jewellery.

The hike was slowly becoming more and more challenging to the extent that the guests were starting to complain about their sore legs and being out of breath. Although Lomif

and I were also feeling the same we couldn't let on. The kids from the school were bounding around like mountain goats so we certainly weren't worried about them.

We eventually arrived at a rock face that looked a little like Hillary's steps in the Himalaya's. The face was about 15 feet high, smooth rock, slightly wet and slippery, with only a couple of hand or foot holds. We stood beneath it looking up wondering what the hell were we going to do here. No problem said our guide. I'll climb up and then I'll

pull you all up one by one. Who wants to be first? "Lomif", I volunteered eagerly pushing her forward.

The guide zoomed up the rock as if his feet and hands had suction cups on them. Then Lomif gingerly approached the rock face and attempted to start the climb. Her feet slipped on the footholds but as she reached up the guide reached down grabbed her hand and literally hauled her up. Bloody hell I thought. He's got to do that for the rest of us as well. Well the guide was as strong as an ox although only one tenth as big. One by one he hauled us up the rock face with what looked like no effort at all. Well after that it was all downhill literally. It only took us 30 minutes to get back to the van and after we all piled in it was back to Marrakech.

We dropped the guests back to their hotels and as they do in Morocco I stood outside the door of the bus with my hand out. Every second guest gave me a nice little tip. I even had a couple of men comment on how exciting the trip had been. All in all a very successful day out. Our next trip is to be to the coast. An old Portuguese fishing village.

But thats for next time.

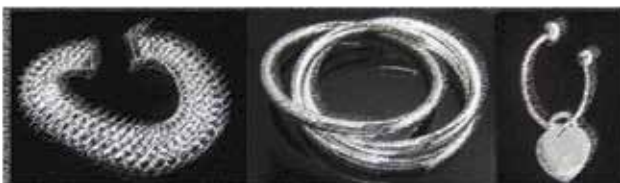
*Travelling Teacher*

*The Travelling Teacher provided the images to accompany this story.*

*As usual, the Editor takes no responsibility for the Travelling Teacher's meandering mind!*



<http://store.goodteacher.co.nz>



*It's where teachers get it*

*Finally— comfort food for a wet weekend*

*The most dangerous cake recipe!*

*There is now no excuse not to eat cake!*

*Mind you your waistline will suffer for it.*

### 5 MINUTE CHOCOLATE MUG CAKE

4 tablespoons flour,  
4 tablespoons sugar,  
2 tablespoons cocoa

1 egg,

3 tablespoons milk,

3 tablespoons oil

3 tablespoons chocolate chips (optional)

a small splash of vanilla extract

1 large coffee mug

Add dry ingredients to mug, and mix well.

Add the egg and mix thoroughly. Pour in the milk and oil and mix well.

Add the chocolate chips (if using) and vanilla extract, and mix again.

Put your mug in the microwave and cook for 3 minutes at 1000 watts (high).

The cake will rise over the top of the mug, but don't be alarmed!

Allow to cool a little, and tip out onto a plate if desired.

EAT! (this can serve 2 if you want to feel slightly more virtuous).

And why is this the most dangerous cake recipe in the world?

Because now you are all only 5 minutes away from chocolate cake at any time of the day or night!

And I can see you are going to print this out straight away, aren't you? ... Happy Eating

## EDUCATIONAL WORD PUZZLE #8

by FrEd

This is an internally assessed achievement standard in Puzzle Solving Level 1

Print your answer in the box provided.

Group work is permitted.

Each puzzle is worth 1 credit.

Time: all afternoon

These credits can be used to gain the literacy requirement for Level 1

### ACHIEVED

student  
seas

### MERIT

ter  
goal  
goal  
goal

### EXCELLENCE

s d  
e p  
r  
i a e  
l h

### SCHOLARSHIP

ge allowance

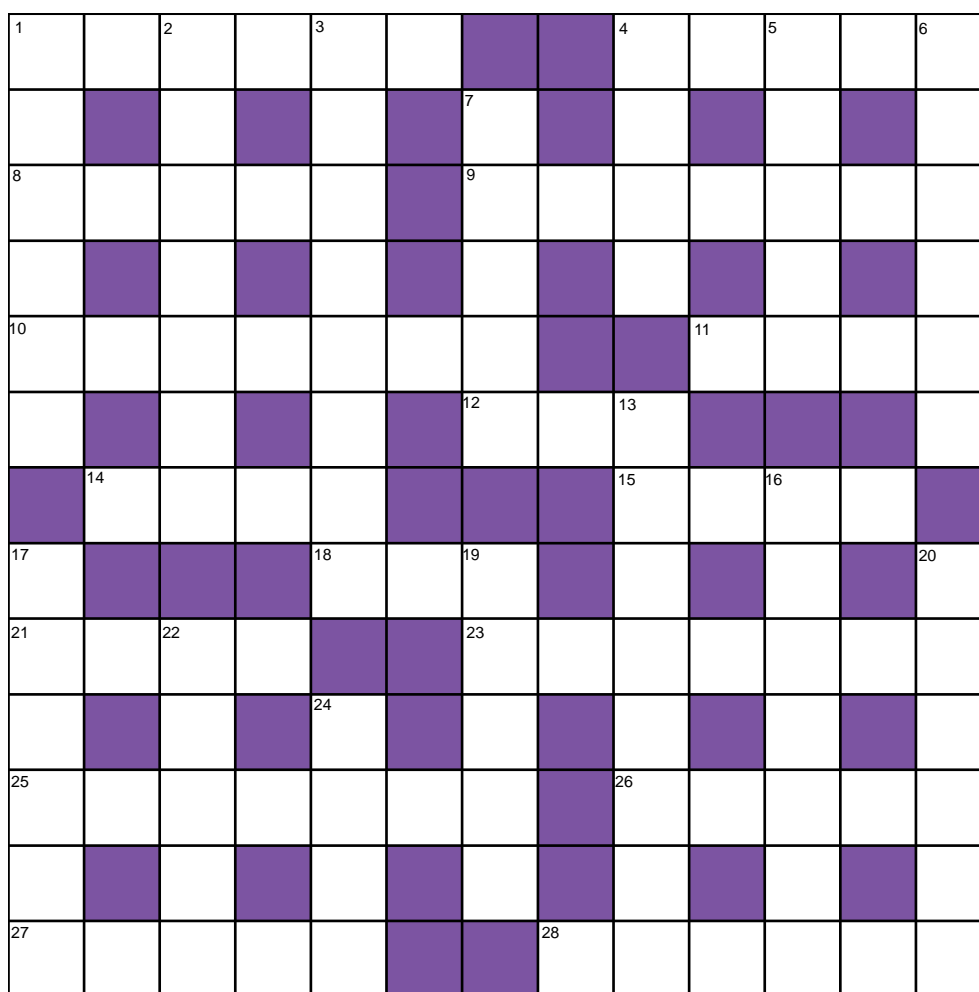
*This magazine can be accessed by  
every educator in New Zealand*

*Would YOU like to advertise with us?*

Contact Good Teacher Magazine:  
email: [info@ed-media.co.nz](mailto:info@ed-media.co.nz)  
or fax +64 7 542 5258



## Richard Crypt's challenging crossword



### Across

- 1 Sulphur makes slightly hot insect groups (6)
- 4 Fish from bishop's head and paper (5)
- 8 Dunedin, short, around uncooked haggard (5)
- 9 Western assassin becomes a poet (7)
- 10 Each cur wrote about a miller (7)
- 11 Eye sore (4)
- 12 Decease, say, colour. (3)
- 14 Southern vehicle produces evidence of wound (4)
- 15 Cat and head of Beatles holds a body (4)
- 18 Alien article signals possible (3)
- 21 Regrets sounds like a trick (4)
- 23 Ken and dead broke handled dough (7)
- 25 Sounds as if they might gamble in this Italian town (7)
- 26 Bored on for the French (5)
- 27 The Italian in distress, they hold grain (5)
- 28 Heartfelt request point to make happy (6)

### Down

- 1 Mussolini after a point coerce (6)
- 2 Auckland Regional Authority, mum in charge and an old language (7)
- 3 He I bring back to health to trim nails (8)
- 4 Nearly short cheese (4)
- 5 He's me both ways to a T (5)
- 6 Males and light up pioneered genetics (6)
- 7 Up, endless sleepy weapon (5)
- 13 Shaken beer after anaesthetic is heavenly (8)
- 16 And a mum becomes a material girl (7)
- 17 Music in crime scene, old wrecks (6)
- 19 Potassium after a while and he is located in Wyoming (5)
- 20 Post BC sin may be useful (6)
- 22 Sally is upset for ... (5)
- 24 Living quarters for archaeologists? (4)

## Richard Crypt's challenging crossword and Mike's number puzzles

Answers from term 3 2008 crossword and sudoku

5	3	1	8	2	7	6	4	9
2	6	9	5	1	4	7	3	8
7	4	8	9	6	3	1	2	5
1	5	4	6	7	9	2	8	3
9	7	3	1	8	2	4	5	6
6	8	2	3	4	5	9	7	1
4	9	5	7	3	1	8	6	2
3	2	6	4	9	8	5	1	7
8	1	7	2	5	6	3	9	4

1	A	S	2	P	A	3	C	E	4	O	D	5	Y	S	6	S	E	7	Y
	U			L		A			W			I		A				O	
8	G	N	A	T	S				9	E	M	P	O	W	E	R			
	U		Z		H			D			E			D				K	
10	S	H	A	B	B	Y				11	A	S	S	U	M	E			
	T					O									S			R	
		12	P	13	R	O	X	Y			14	S	15	L	O	T	H		
16	C			H								E						17	A
18	H	A	U	N	C	H				20	A	B	S		21	E	N	T	
	E		B		H				22	I		A			P			O	
23	R	E	A	D	I	E	D				24	N	A	S	A	L			
	U		R		L			E			O		O					L	
25	B	I	B	L	I	C	A	L	N	A	M	E	S						

## Educational Word Puzzles

Answers:

**Puzzle #7** (last term's magazine)

afternoon tea

differentiated learning

limited statutory manager

best evidence synthesis

**Puzzle #8**

overseas student

short term goals

distributed leadership

middle management allowance

## Richard Crypt's challenging crossword Term Two

1	S	W	2	A	R	3	M	S			4	B	R	5	E	A	6	M
	E			R			A		7	S		R			M			E
8	D	R	A	W	N			9	W	H	I	T	M	A	N			
	U		M		I			O			E			E				D
10	C	H	A	U	C	E	R				11	S	T	Y	E			
	E			I			U		12	D	Y	13	E					L
		14	S	C	A	R						15	T	O	M	B		
17	C						18	E	T	A		H			A		20	A
21	R	U	22	S	E					23	K	N	E	A	D	E	D	
	O			I			24	D			R			R		O		V
25	C	A	S	S	I	N	O			26	E	N	N	U	I			
	K		A		G		N			A			N					C
27	S	I	L	O	S					28	P	L	E	A	S	E		

3	9	4	2	5	8	7	6	1
6	8	7	9	3	1	4	2	5
1	2	5	6	4	7	3	8	9
7	5	6	4	2	9	1	3	8
9	4	3	1	8	6	2	5	7
8	1	2	5	7	3	6	9	4
4	6	1	8	9	2	5	7	3
2	3	9	7	1	5	8	4	6
5	7	8	3	6	4	9	1	2

# Roger's Rant

This wasn't going to be my latest rant but since I have started on the long road to building a new home, I feel the need to sound off.

Actually, home isn't really the correct term. My partner and I want to erect a small building with two small bedrooms and a bathroom for visitors to our west coast property. About the size of Bill Gate's shoe closet.

I would have thought that the process would be relatively straightforward... What naïveté!!

I would have thought that it would be relatively inexpensive... What stupidity!

Finding builders (they are all out of work due to the recession and are desperate to do any job-Yeah Right!!) wasn't the five-minute exercise I expected. Several did not respond to phone messages and some were not interested. Eventually we located a willing and able candidate. Such a wealth of knowledge in a young man, so it's become necessary to get onto Google and prep up on the jargon: architraves, MDF, load bearers, double glazing, plumbers, sparkies..... Can't afford to appear ignorant. After all, I am the one who forks out the ready.

Decision time! What did we want?

We perused glossy brochures of kitset homes to no avail. Some, with fancy names like Evening Sonata or Coromandel Sunset had all the charm of retro Colditz while others were basically oversized outhouses. One, which had been described by an enthusiastic dealer as a 'charming, rustic A-frame', turned out to have a roof pitch of about 7 degrees. Never did like A-frames anyway-just oversize goat houses! The dealers of one show-home franchise valiantly attempted to extol the wonders of their product, highlighting imitation wood floors and ultra-modern, recessed lighting. Not the thing to do for people who are into matai and chandeliers.

What really did my head in was the charybdis which was waiting to ingest our money before any sod was turned, or nail, nailed. Local councils make it compulsory for prospective builders to have a series of tests on their property to determine whether it is suitable for building.

Fair enough, I guess. We wouldn't want to erect a mansion over a dinosaur pit, or quicksand, for instance. But the consultants who do these tests and charge many thousands for what is about an hour in the field and an hour of cutting and pasting from previous reports should perhaps be placed in quicksand themselves. I can imagine myself as Lawrence of Arabia, trying to rescue them but failing dismally, but I digress...

As theirs is an inexact art, they tend to cover their respective (substitute your favourite soubriquet for the nether regions here) by insisting on on-going testing during building. All for a cost, of course. The local councils are bound to follow the instructions, so if the consultant stipulated that the services of a Bantu water-diviner was required but only on a full moon when the temperature was between 15 and 19 degrees, then no approval would be given until this reasonable stipulation was complied with.

Then, when these reports are done, they have to be filed for approval by the council. If you guessed that this would be for a nominal fee only, then you probably also believe in Rudolf, Donner and Blitzen et al. and their once-a-year chimney-stop tour.

Oh, yes. How could I forget. Of course, entering into a contract would also necessitate the services of a solicitor. Enough said?

So here we are, wanting to give all these people employment in the middle of the recession. House prices are down, petrol prices are sort of down and interests on our deposits are virtually down and out. Bucking the trend, however, are these essential services, all mandatory before we go ahead and ensuring that our mortgage is extended into our dotage.

So, if you are considering entering the wonderful field of home development;

allow for time and money to excess,

or follow Punch's advice for those who are about to marry. (Go on...Google it!)

Roger



# Now online!

DO YOU NEED HELP GETTING RESOURCES?

CONTACT US... WE CAN HELP!

## EDUCATION RESOURCE CENTRES

HAMILTON  
144 KNIGHTON ROAD  
HAMILTON  
07 856 1345  
07 858 5154 (F)



THE UNIVERSITY OF  
WAIKATO  
*To Whānau Whānau o Waikato*

TAURANGA  
142 DURHAM STREET  
TAURANGA  
07 577 5316  
07 577 5317(F)

GISBORNE  
CNR KAHUTIA & BRIGHT STREETS  
GISBORNE  
06 863 3741  
06 863 3742 (F)

For quality.... educational resources, books, diaries, games, puzzles, stickers, puppets, posters, charts, awards, certificates, trimmers, math equipment, bulletin boards, novelties, flashcards, Māori resources, music book and cd packs and much more ....

*Contact us today for friendly efficient service.  
Everyone is welcome*



[www.educationresources.co.nz](http://www.educationresources.co.nz)