



Good Teacher Magazine

Term Three 2009

'Online 2009'

www.goodteacher.co.nz

New Zealand's teachers magazine

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Message from the GTM Team

Term Three and hasn't it been a long cold winter so far?

I'm told by the green-fingered amongst us that we are in for an early spring - something to do with the amount of winter chill.. I'll believe them when it happens!

Good Teacher is at its largest with this issue. This is in part due to the inclusion, at the back of the magazine, of the New Zealand Teachers Guide which myspace.com have asked us to include. Feel free to print it off and share it with other staff members and parents. It's great to see large organisations taking responsibility in this manner. With the huge growth in the use of social media – myspace, facebook, twitter blogs and wikis to name a few we felt the inclusion of myspace's information was timely. While on social media.. you will also find a review of Dave Evan's book on social media marketing amongst the book reviews... a well constructed timely book.

We have some interesting new articles this time, Good Teacher Magazine defies it's belief that press releases should not be included... by printing one! There is also the

start of a teacher's reflective diary. Lyn Rogers looks both at Matariki and how her winter garden is preparing for the coming season. And of course we have our regular articles from Gwen Gawith, John Hellner and Laurie Loper. Elaine Le Sueur voices concerns for gifted and talented students and there are pages of quizzes, and puzzles.

Lucy Literacy has a large article which is in fact a booklet written in conjunction with a small neighbour... the photography is lovely and the story is one which could probably only be experienced by a child in the country. The booklet is printed without further typesetting so the charm of the original is not lost.

Remember the website where you download Good Teacher is continually changing... the forum is slowly growing and will in the future have the soapbox quotes available for further discussion (or opinion!) Don't be afraid to have your say anywhere on the forum. It would also be helpful to the continued growth of the magazine if you supported the

online shop ... we have very little advertising – though enquiries and bookings are always welcome - we rely on the shop to provide necessary funding.

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 occasionally be controversial, but with the belief that speech should be free, the eclectic choice of stories should always keep our magazine fresh.

New on the website since the last issue is the Travelling Teacher Blog.. go to it to read previous posts from our intrepid teacher, and look out for more blogs from others in the future. We have also managed to upload all the back issues of the magazine since the redesign to the current format.

So we have been innovative in going entirely online, free with no subscriptions and only a preferential email list. We hope to continue to develop, we are now on twitter, after reading the magazine come back to here and click the link below... in the meantime enjoy the magazine

Your team at Good Teacher Magazine



COVER: Ohope Beach...Summer 2008

ABOVE: Cambridge (UK) August 2008

Your Soapbox!

Finally, a chance to have your say

“

What's happened to the weather??

Another really cold day when you can't get your feet to warm up and you crank up the office heater in an endeavour to at least warm your hands! Doesn't work. It's a grey bleak day outside – the sun hasn't made an appearance and the frost from this morning has barely melted and I think it's about to freeze again.

So much for global warming...

Try to prove to me that this phenomena is tied to the icy freezing conditions we have been experiencing ...

As a great marketing ploy to keep millions employed the global warming phenomena is fantastic ...

As an over reported under researched event which the media has latched onto and probably intends doing to death it is an unqualified success...

As a bandwagon for countless minor and some major stars to hang their respective hats on I find it to be a laughable yet successful vehicle...

BUT I have yet to believe that it is any more that a naturally occurring event which has happened many times before and will continue to increase and decrease long after I have left the earth.

”



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

soapbox@ed-media.co.nz

Creative Education is not Destructive

by Gwen Gawith

Every now and then I bleat piteously about creativity and creative learning like a constipated sheep, and that is what I want to do in this article.

But first I want to ask what the heck is going on in education at the moment?

It's a while since I've been this angry!

Educational Demolition Derby

It would have been nice to have a couple of years to get the new curriculum bedded in but, instead, education is under attack on all fronts.

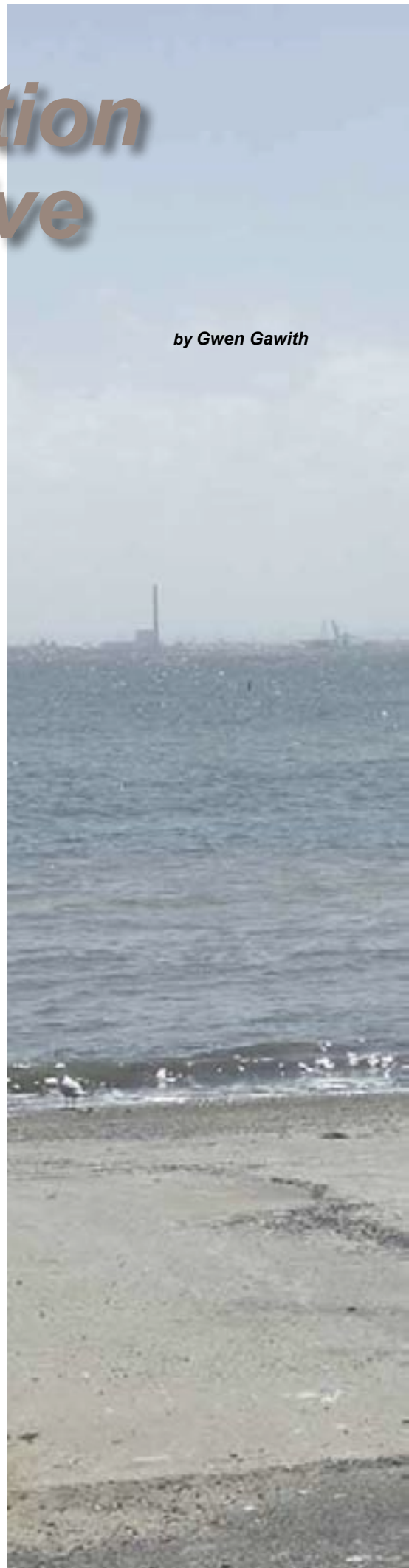
The bureaucracy-intensive, very expensive idea of implementing educational standards is something a recession-stretched education system *cannot* afford right now. If we can suspend tax cuts, we can suspend the idea of introducing something expensive which *hasn't* contributed to the *educational achievement* of children in countries where it's been introduced. In fact, reading current educational literature from UK and USA, quite the opposite is true.

Show me the research that demonstrates that teaching and learning improves when standardised tests are introduced. In contrast, a good case could be made for the deleterious effects of standardised tests on the educational achievement of many schools and children.

Who exactly benefits from standardised tests? The children who are being taught? The teachers? The schools who find themselves at the top of the media-compiled league tables? Parents who are rich enough to have the right to choose to send their children to these 'successful' schools?

So, willy nilly, we will have these damned standardised tests whatever we say and whatever the cost and, meanwhile, the-powers-that-be look around for easy targets to claw back some money while they blether about lifelong learning and using the recession as an opportunity to upskill workers. Bla, bla, hypocritical bla!

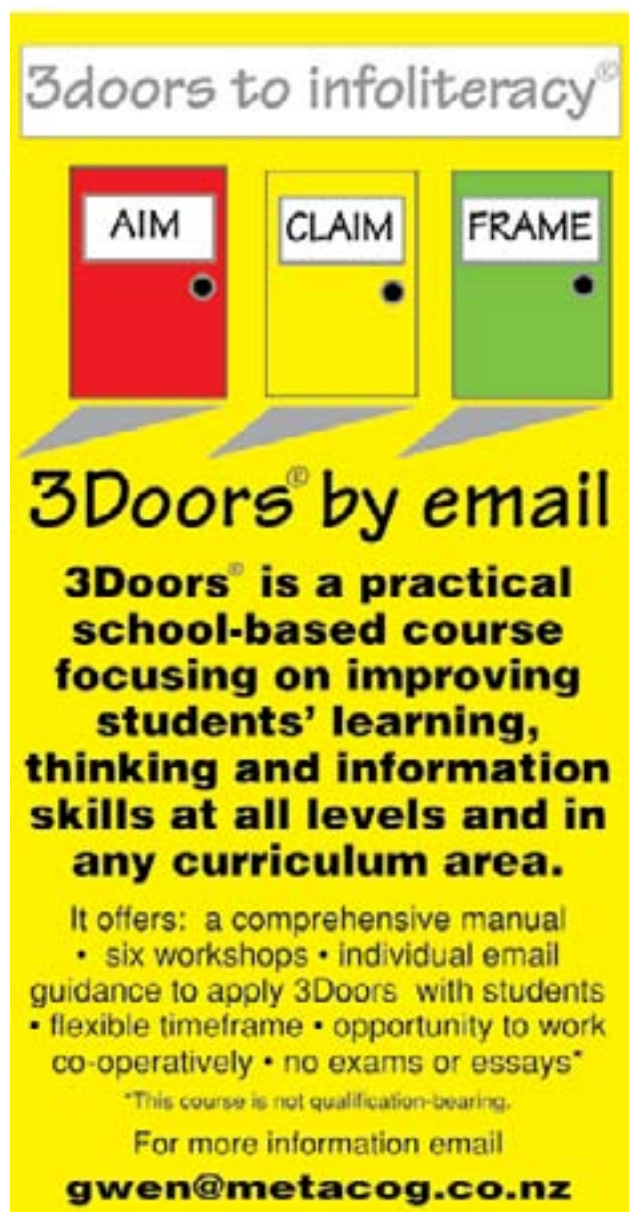
Slashing the Adult Community Education budget by 80% really makes sense in the light of the acknowledged need to upskill NZ's population, considering how many of the courses help people to help themselves by learning new skills, many of them vocational! By slashing these courses the government claws back \$13 million. Sure, some people *may* be able to pay full price for their



courses, but will a handful of people willing to pay full price will make the courses sustainable? And it will make it even harder for ACE schemes in poorer areas where people simply won't be able to do any courses at all. So? It will destroy an extraordinarily effective, efficient and important part of New Zealand's educational infrastructure which runs, comparatively speaking, on a shoestring by making use of secondary school facilities and part-time tutors at night and on weekends. All for the sake of \$13 million!

As an Aucklander I can only guess how much it will cost to make Queens Wharf into 'party central' for the World Cup, but I can guarantee it will be a lot more than \$13 million. Not only is destroying an entire country's adult community education programmes false economy, but it is simply sheer, short-sighted stupidity, and what does it signal about the values of our country, a country that may well put on a show for the World Cup, but can't afford adult community education programmes?

It also makes no sense to take the chopper to apprenticeships, successful self-help community employment initiatives and successful environmental education programmes such as 'Enviroschools'. So many of these cuts are low, dirty blows to front-line educational initiatives with proven direct flow-on effects to the very people who benefit most from more and better education?



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Surely we need to focus scarce funds where they have most direct educational benefit. Cutting proven educational programmes makes no sense at all, whether these programmes are for children, for taxpayers in the community, for apprentices or for the unemployed.

Has *ANYONE* stood aside and looked at the devastating effects of the demolition derby of the last six months? Where are we headed? Will we chop funding to all interesting, creative, innovative educational initiatives because they aren't basic literacy and numeracy and, ipso, 'waste time' and might even lead to children enjoying learning instead of learning to pass their standardised tests?

How can this tirade segue into creativity?

Simple!

1. When will the reactive, short-sighted, frankly self-serving slash-and-burn shadow boxing, dodging and hedging stop? When are we going to have some educational policies and initiatives that are imaginative, far-sighted, future-focused and creative, communicated without equivocation?
2. When are the policy makers and bureaucrats going to realise that, if New Zealand is going to survive in an increasingly competitive, nationalistic, 'global' economy, we need creative approaches to education, we need creative teachers and creative curricula to produce creative learners.

Creativity feeds on energy, innovation, initiative, excitement and enthusiasm. If this doesn't come from the top (the government, the Minister and Ministry), it makes it harder to generate it within the school. And if it isn't generated within the school, it's almost impossible for the individual teacher to maintain energy, innovation, initiative, excitement and enthusiasm within the classroom to produce a culture of creative learners and learning.

It's hard to be creative if you feel tired and demoralised and feel that whatever you do is not going to be enough or good enough. This applies to both teachers and learners.

Time, at last, for creative learning

To the credit of schools and teachers many innovative, creative initiatives have flourished despite a decade with a ridiculously complex, fractured curriculum and wave after wave of compulsory PD.

Now at last we have a curriculum which can be incorporate creative, interesting, practical cross-curricular initiatives which extend into the community and involve children in writing, planning, designing, counting, cooking, marketing, digging, doing, sharing, thinking.

Creativity doesn't have to be airy-fairy. It extends happily to applied learning when the subject is interesting and relevant, as shown in initiatives as varied as Edible Gardens, Future Problem Solving, the Primary Enterprise Programme, Enviroschools projects and the like.

We have literally dozens of wonderful projects and programmes that encourage teachers and children to explore and share their world, their environment, their ideas and their skills creatively and productively. And now we have the flexibility, time and freedom to integrate them coherently into the heart of our curriculum teaching and learning.

The new curriculum lists Thinking as a key competency, and describes it as being “about using creative, critical and metacognitive processes to make sense of information, experiences, and ideas.” Fair enough!!

Providing the context

What all the creative and innovative programmes described above provide is a rich and relevant *context* for creative thinking. But a context is not enough.

Just as you can't create an edible garden or worm farm without learning how to wield certain tools and follow certain rules, you can't cultivate your mind if you aren't taught which rules and tools to use and how to use them, and if you don't have material to work on.

This is where programmes like Future Problem Solving excel. As well as providing the context FPS provides the mental scaffolds and the tools. Lists, Venns, pro/con charts, bubble and butterfly charts, flow charts, de Bono's tools, etc, which help children to analyse and extend their thinking and reasoning. Creative thinking grows out of manipulating information for a purpose.

Margaret Boden (2009) discusses three sorts of creativity – combinational, exploratory and transformational. She says that:

“None of these three sorts of creativity is random. And none of them is based in ignorance. Those facts can help us to see what could help to foster creativity - especially in children, who are willing to make mental experiments but need something to experiment with.”

This is what I want to emphasise – the idea that creativity isn't based on ignorance – knowing nothing. It isn't just doing arty things, but learning to use one's mind creatively, learning to process information, make mental experiments, play with ideas, play with knowledge.

To think you need something to think *with*. You need, as Boden points out, information and knowledge, because thinking is not based in ignorance, knowing nothing.

Turn it round the other way: the more you know, the more you'll be able to combine ideas, explore ideas, push the boundaries of conventional thinking, perform mental experiments and come up with new ideas.

You don't need de-contextualised thinking exercises.

You need to see how more experienced thinkers use information to think.

You need to see how they use rules and tools to gather, shape and apply ideas.

You need a teacher who can guide the thinking process, can prompt, question, model aloud and verbalise what's happening in her/ his head –

Aha, OK, this could be a pro, but it could also be seen as a con because...

I wonder whether...

What would happen if...?

Can you see anything else that would work here?

Can you see any other effects I haven't considered?

What if the opposite were true?

Celebrate success

Instead of bemoaning our fate, my suggestion is that we document all the most creative and innovative *learning* projects we've done in the last few years, even just this year, display the work, list all the learning areas and skills involved, have the children prepped as 'tour guides' explaining what they did and how they did it. Then invite our parents and wider community to a souper supper, allowing them to see, for themselves, what educational standards we are achieving. Engender a sense of excitement and achievement. They'll see that what we are trying to do is to inspire, not just creative thinking, but the love of learning and the accumulation of real factual content knowledge.

We need to *show* our community that schools are playgrounds for the mind, where children are guided to use thinking tools and rules to develop and apply knowledge in rich, interesting, meaningful contexts.

Then we need to help them to write to the Minister and tell her that *these* are the standards they want, *and they've seen them in action in their local school*.

Do parents want league tables or do they want their children to learn to read, write, count and use technology in the context of programmes and projects that are relevant, authentic, dynamic, community-inclusive, constructive, productive and *fun*?

Do they want their children to be coached to pass tests or would they prefer their children to be engaged with school and with learning - because if children are in school, there's a better chance that they're learning than if they're turned off or turfed out.

It is all too easy to see how the results of standardised tests could be used to conceal our real strengths, our creativity and our achievements, but whingeing will achieve nothing. I feel a campaign coming on?

We need to put our collective minds to *creative* responses to what is proving to be one of the most destructive periods in education in the 35 years I've been in New Zealand.

Reference

Boden, Margaret (2009). Creativity: How to Foster It (And How to Squash It Too)

Teachers College Record, <http://www.tcrecord.org>

Look forward to your ideas – gwen@metacog.co.nz

"Swatting a fly wi

Dedicated to the Edrick's of this world

You're good – really good. The students work diligently and intensely on the task you have set. You have aced it: well planned, materials prepared, gained attention perfectly, introduced lesson, all eyes on you, pens down and you gave clear instructions for an enjoyable and worthwhile task, unmistakably suited to guiding your students in achieving the appropriate and well written learning outcomes. You have "arrived" as a teacher.

As you circulate in the classroom, engaging every student, blessing them with your wisdom and with your support, basking in the exhilarating and liberating sensation wrought by the exercise of unbridled command – you feel the power.

It grows slowly at first, implacable: "I can make a difference in their lives. I can shape them. I am a master teacher."

You experience the heady moment when you stand on a pedagogical pedestal, respected, revered and alas, perhaps loved – at the very least, cherished: the benevolent lord of the manor.

"Power corrupts and absolute power corrupts absolutely." – Lord Acton

While prowling the classroom's back ranks, providing constructive, descriptive and positive feedback in every classroom nook, assessing progress and learning, your audio-visual antennae finely tuned to detect any unusual sight or sound – a nocturnal predator – and to deal with it quickly and effectively, you notice that boy "Edrick".

"Edrick" is a "lad". He even looks like a "player": red hair, cowlick, freckles, wiry build and a cheeky, eternal smirk. He sits in the front, near your desk: he sits in the front of every teacher's desk. "He sits", means his seat location, because he squirms in his seat non stop at best and wanders incessantly at worse: more often than not he wanders so he may molest other students with a quick punch on the arm or to knock books off their desk.

Edrick's mouth is the audio equivalent of his body: non stop chatterbox, with the potential for the odd obscenity as a bonus. His attention span does for sustainability, what Genghis Kahn did for tranquility. No one would expect Edrick to learn because he is classified as a student, any more than they would expect a whale to ride a bicycle because it is classified as a mammal. Although unspoken, it seems his mission statement must be "I want to get so far up teachers' noses that they can feel my feet on their chins."

Your finely tuned disruption antennae notes Edrick poised half way out of his seat and reaching back to the desk behind him, where a willing adversary appears ready to seize Edrick's arm the minute Edrick invades his personal space. You say, "Edrick" and gesture him to sit and swivel to face the front of the room. He complies.

Without appearing urgent you glide into Edrick's desk area. You warn him about his behaviour: "no claw holds, foul language or Indian death locks and if you do it again I'll send you out. Understand me?" You do it good and loud, because everyone needs to know you won't let this polished teaching episode lapse. Edrick goes back to work for about as long as it takes you to move to the back of the room again.

All in one motion, Edrick stops work, pokes his neighbour, looks around for you, and says something

th a baseball bat"

by John Hellner

to the student across the aisle: in another time and place his ability to kinesthetically multi task would have made him a tribal leader – perhaps the Paleolithic era. But, in today's class room, he's banished from the tribe.

You move swiftly across the room, tell Edrick to stand up, and you tear a strip off his hide and everyone hears and sees you: "you aren't working, you bother your neighbours, you are interrupting my teaching – no point in being here."

You sent him to the dean for the rest of the period, which accords with the contract set in place for Edrick with all the teachers. The other students in the class seemed to appreciate what you do and understood why you do it. They know what Edrick's like.

Maybe when your lessons do run so smoothly and everyone works well, you might have the time to try some new strategies on students like Edrick: give him a special task to do or to help you; assist him with his work more than others who are less needy; humour him; send him on an errand when he gets too fidgety; give him more warnings to self correct; trust him to behave and act surprised when he doesn't; ignore some of his shenanigans; or correct him privately with more respect and kindness.

Sometime Edrick might surprise you; sometime Edrick might surprise the class too. He might surprise himself. That's the great thing about being the lord of the manor: you get to make the rules and to decide if, when and how to enforce them.

With Edrick abruptly gone, the tribe settles into an uninterrupted patch of good hard slog: uninterrupted, except by you. After he leaves, you begin to circulate again. This time, without Edrick in the back of your mind, you begin to experience some of the most timeless and provocative thoughts ever experience by a teacher of your subject.

You interpret the students' hushed and steadfast application to the task as an invitation for you to share your electrifying thoughts aloud. And so begins a non stop bombardment of support, encouragement, appreciation, spurs to excellence, real world applications, anecdotal reflections, subdued humour and refined small talk. You stroll the aisles sprinkling motivation and mirth from a cornucopia of wisdom.

The students work harder than ever: they seem to relish your "classtalk." The students hunker down to work even more, because they are so engrossed in the task and wanted to cut out the background noise – you.

When your class runs so smoothly and everyone works so well, you might try not interrupting the whole class with your "classtalk" – shut up. You became the very interruption to the work ethic for which you punished Edrick.

Try these strategies in place of "classtalk": take a wee break to look out the window and revive yourself; engage in silent and self congratulatory self talk about how well you run a classroom; spend some time with individual students you sometimes miss out; make a few notes in your hip pocket notebook about some of the ideas you'd like to express and use them for your lesson conclusion, or tomorrow's lesson introduction; quietly sing or chant; ask the next "Edrick" to sit with you and just make some chitchat with him or her; if you are simply busting to say your piece, stop the whole class and share your feelings.

That's another great thing about being the lord of the manor: you enjoy the option of deciding how you spend your time.



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

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

Where to now?... for to meet the needs

A rising tide lifts all ships, but that same tide when turning, uncovers some serious rocks in our education system.

Recent budget cuts expose the fact that funding for the lighthouse beacons set up to assist class teachers to navigate their way towards meeting the needs of able students in the classroom, will be turned off in December, 2009.

This relates to the withdrawal of targeted funding to school support services across the whole education sector, currently providing teacher professional development to meet the needs of gifted and talented ... an action that is particularly worrying to those at the helm of schools as it becomes evident that there are very limited avenues to turn to for help for teachers in this area.

Most opponents of gifted education believe that the majority of children labeled 'gifted' are economically advantaged. In reality, the poor far outnumber the rich. If teachers are to continue to recognise the talent and abilities of culturally diverse groups in the New Zealand education system, then they will still need help to refocus the lens so that students with potential are not penalized by their low socio-economic circumstances.

Who am I talking about ?

At 14 months Corinna spoke clearly and had a vocabulary of over 250 words. By the time she was three years old she showed a passion for nature in general and spent happy hours observing and remarking on the everyday lives of bugs that she found in the garden. She delighted in visits to the library where she headed straight for nonfiction books with pictures of her latest find and pestered her parents to read her the sometimes complicated accompanying text.

Daniel walked at 9 months, and talked in complete sentences before his first birthday. He taught himself to read and his parents were unaware of this until aged 3 when he read his books aloud.

Mere has always seemed very mature for her age. She lived for a time with her Grandmother. She is a quick learner. She loves singing and has a large group of friends. She shows a marked sensitivity towards others and patiently helps fellow students to achieve success. As she gets older, however, she is becoming less motivated and talks



Professional Development of gifted students?

about leaving school as soon as she is legally old enough.

Teachers need help to meet the learning needs of students like Daniel, Corinna and Mere. Students such as these will not respond positively to their schooling experiences if they are expected to wait patiently while other students master skills and knowledge that they have already mastered. They will learn to adjust to undemanding goals and have to rely on chance factors to foster their talent.

Equal opportunity to learn and be appropriately challenged is not elitist. Linda Kregar Silverman, a noted international expert in meeting the needs of gifted and highly able students reports that developmentally advanced children, like developmentally delayed children, are at risk in an environment of sameness.

It is not my intention to engage in the sport of teacher bashing here. It is one thing to be able to recognise a student's high ability and another to understand ways to provide appropriate challenge to support the learning.

All students have the right to learn new concepts in school every day. Classroom teachers will need assistance to implement the requirements of the new curriculum to accommodate different learning needs. Giftedness won't develop in a vacuum.

While such cuts may be seen as inevitable by some, it is a sad fact that our high ability students are once again at risk if we lose the ability to support teachers working to provide challenges that meet the particular learning needs of our highly able.

The past eight years have opened the eyes of many of the challenges facing gifted students. We know that gifted students have the right to be listened to regarding their own needs.

New Zealand has high hopes for

shifting perceptions of many underachieving students through the application of a different lens. We must build on the momentum of the wave that has been created. The challenge is now for the education community to continue to work together to look for ways that will enable teacher support for providing quality guidance without retreating to the safety of the shore.

***"All students
have the right
to learn new concepts
in school every day."***



***Elaine Le Sueur
University of Auckland.
e.lesueur@auckland.ac.nz***

Mid-Winter:

So, it is mid-winter! I love it because it gives me the excuse to snuggle in, sit by the fire, spend quiet times with family and friends, to reflect, and to enjoy a good book!

For me it's also a time to contemplate and celebrate the seasons. Having had several conversations lately with people about wanting to be somewhere warm, wishing it wasn't so frosty, foggy, rainy etc, it got me reflecting again about how I value the seasons. If I lived somewhere without a winter, how would I mark time?

Having always lived here in Aotearoa, with distinct seasons, I have always enjoyed the special aspects that every season has to offer. Would I appreciate the warm, if there was no contrast with the cold? If the seasonal changes didn't occur, would that mean that as a gardener I would always be doing the same tasks, year round?

Much of the appeal of gardening for me is the connection I feel with the seasonal cycles, through the small rituals, connections and celebrations that gardening through the year involves. The joy of seeing those first shoots; watching flowers unfold from buds; pulling the first carrot; tasting the first boysenberry etc.

Those small celebrations and rituals I enjoy through my gardening connect me with the rest of humankind, and history. Throughout our past, the acknowledgement of seasonal signals has meant the difference between life

and death, struggle and safety, feast or famine. Working with the seasons, celebrating, and learning from, and living with, the cycles of nature has allowed us to survive, and traditions world-wide still reflect this.

As I write this, a discussion in the media is going on about whether Matariki should be a national public holiday. I've been reflecting on the ways we celebrate the seasons, what they mean for us, how the seasons dictate the tasks in the garden, and how connected we are with the cycles of nature. We appear to be in the process of rekindling some of the wisdom, celebration, connection and acknowledgement of the natural world that we have perhaps lost sight of in recent times. In some ways I think this is most apparent to me in my work, through sustainability education. Many of the people I encounter are involved in reconnecting with the natural world, and absolutely certain of the need to do so for our future. Personally, it is easiest to demonstrate these connections through working with plants and gardens throughout the year, and so many schools are doing this with their students. A story in the media just last week demonstrated the power of connecting communities through gardening!

Two major seasonal celebrations have occurred recently, to mark the time of year just passed: they are Winter Solstice and Matariki. The traditional celebrations around both these events

centre on reflection, letting go, acknowledging the past, and getting ready for new beginnings. I think the increase of public celebration of these festivals is fantastic!

Matariki is the Maori name for the group of stars also known as the Pleiades or The Seven Sisters (in the Taurus constellation). The rise of Matariki (in the last few days of May) and the arrival of the next new moon (in June) mark the Maori New Year. Matariki is one of the most significant of the stars and constellations that acted as events in the traditional Maori calendar. As with many new year celebrations worldwide, Matariki is celebrated with events that honour the past and prepare for new beginnings. Although Matariki was celebrated by different people at slightly different times, the importance of Matariki has been expressed in whakatauki and waiata, many of which are related to harvest, food and planting. For some Māori however, it was actually the rising of the star Puanga (also called Rigel, in Orion) which heralded the new year, not Matariki. However, part of the significance of the new year was still about food. Hence the saying: 'Puanga kai rau' (Puanga of abundant food).

In terms of gardening, Matariki determined the success of the coming season's crop. The brighter the stars, the warmer the season would be and so a more productive crop. If a colder winter was forecast, then plantings would be delayed accordingly. Traditionally, Matariki was the optimum time for last harvests, and ceremonial offerings were offered by some to the land-based gods Rongo, Uenuku and Whiro to ensure good crops for the coming year.

It was also seen as an important time for family to gather and reflect on the past and the future. It was a time for remembering the dead, and the legacy they left behind, as well as welcoming and celebrating new life. Today Matariki also means celebrating the unique place in which we live and giving respect to the land we live on.



Matariki

Lyn Rogers

*Matariki atua ka eke mai i te rangi e roa,
E whāngainga iho ki te mata o te tau e roa e.*

*Divine Matariki come forth from the far-off
heaven,*

*Bestow the first fruits of the year upon us.
Ngā kai a Matariki, nāna i ao ake ki
runga.*

The foods of Matariki, by her scooped up.

Matariki ahunga nui

Matariki provider of plentiful food

Matariki is also associated with the winter solstice. Maruaroa o Takurua is acknowledged by some as the middle of the winter season. It follows directly after the rise of Matariki and was said to be when the Sun turned from his northern journey with his winter-bride Takurua (the star Sirius) and began his journey back to his Summer-bride Hinearumati.

Winter Solstice is celebrated by many cultures, throughout the world shortest, and from then, the sun would become stronger.

In many traditions, the winter was the time of the moon having dominance over the sun, so the solstice marked the time when the sun would begin to regain his strength, the days become longer and the earth become warm in readiness for crops to be planted once again.

I can't claim any expert status regarding either of these celebrations, and huge amounts of information (including some of the details I mention here) can be found in books and on the internet, but as a gardener, in Aotearoa, I find the focus on reflection, celebration and preparing for things to come that happen at this time of year helps me to reflect on my own situation.

The major theme that comes through for me, in practical terms, is preparation. As most gardeners know, the jobs that tend to occupy our time in winter are those that prepare us for the seasons ahead, keeping us busy until the warm is really here.

The pre-dawn rise of Matariki, also known as the Seven Sisters or Pleiades, traditionally signals the Māori New Year under the maramataka, or lunar calendar.

In general, celebration of Matariki starts when the first new moon can be seen following the pre-dawn rise of Matariki. The new moon can be seen on 5 June this year, and celebrations kick off from 6 June. Traditionally, Matariki was both a time to commemorate those who had passed on, and celebrate a time of plenty when stores were abundant from horticulture, hunting and fishing.

For some iwi, Puanga (Rigel), rather than Matariki, was the signal for the new year. For instance, Whanganui iwi are having a Puanga festival. In the South Island it is Puaka (which is Puanga in Ngāi Tahu dialect) that heralds the new year.

Whether you're celebrating Matariki or Puanga, here's an easy guide to try to find the stars.

How to find Matariki

Matariki is found low on the horizon in the north east of the sky.

Try looking between 5.30 a.m. and 6.30 a.m.

The pot

1. First find the pot (the bottom three stars of the pot are also called Tautoru, or Orion's Belt). To find Puanga (Rigel) look above the pot until you see the bright star. To find Matariki, keep going.
2. To the left of the pot, find the bright orange star, Tuamata-kuku (Alderbaran).
3. Follow an imaginary line from Tautoru (the bottom three stars of the pot), across to Tuamata-kuku and keep going until you hit a cluster of stars.
4. That cluster is Matariki. If you have good eyes you should be able to pick out individual stars. If it looks fuzzy, look just above or just below and the stars will be clearer.

Matariki in the night sky

The picture below, from AstronomyNZ, shows the relative position of Matariki (Pleiades) to Taumata-kuku (Alderbaran), Tautoru (Orion's belt), Puanga (Rigel) and Takurua (Sirius).

Useful links: http://en.wikipedia.org/wiki/Winter_solstice
www.taitokerau.co.nz/matariki.htm
www.teara.govt.nz/earthSeaAndSky/.../matarikiMaoriNewYear
www.korero.maori.nz/news/matariki



Mid-Winter:

The major theme that comes through for me, at this time of the year, in practical terms, is preparation. As most gardeners know, the jobs that tend to occupy our time in winter are those that prepare us for the seasons ahead, keeping us busy until the warm is really here.

So what have I been up to? We created new raised garden beds recently. This was because the previous crop of potatoes on the lower part of the section didn't flourish, due to extremes of wet over last winter, and dry last summer, combined with rather poorly nourished soil. So, a change was needed. Into the beds we put soil, compost from the bin, and the vermicasts from my worm bin. In one we planted the garlic then have spread with straw over it to protect the garlic shoots from frost (though garlic is pretty hardy, and my father had to break the ice on his garden to plant his last week). Our climate is more temperate than that, and despite the unusually frosty beginning of winter, there are still hardy weeds that enjoy newly tilled soil and the straw mulch also helps to prevent any of them establishing themselves over winter.

Other tasks included mulching, composting, trimming, pruning, fertilising and tidying up to be ready for spring. Cuttings can be taken from some plants now, from the trimmings. Now, of course, is also the time for planting trees, shrubs and larger plants, to give them time to establish their roots before the spring demands that their energy is redistributed to support leafy growth in spring. We've put some more feijoas in, planted lots of natives on the banks, and rosemary and lavender for productive, attractive hedging/shelter for the new vege garden.

This year, I have the best winter vege garden that I have ever had. Putting the kitchen garden next to the kitchen really helps – you don't feel inclined to walk too far in the cold and wet, and just outside the door encourages more interaction with the plants.



Veges fresh from the garden taste better and are much cheaper than from the supermarket. Because they are harvested right before they are consumed, they are higher in vitamins, and many veges store more sugars when they are exposed to cold temperatures. You also know what has, and hasn't, been sprayed all over your own plants!

I have pak choi, brassicas, carrots, NZ spinach, silverbeet, and even lettuce growing productively at the moment. Some of my potatoes are still growing, protected from serious frost damage by the straw I have popped over their shoots. This is an experiment actually, because I really planted them too late, but we will see.

I planted my garlic by the moon this year, rather than on the shortest day. (another experiment) In most places it still isn't too late to get those cloves in.

The importance of the moon in planting has been acknowledged in many cultures. The Māori lunar calendar (He Maramataka Māori) suggests times for different gardening tasks at different phases of the moon, and many other environmental signals add to this to inform us about the right way to manage specific plants.

One of the schools I recently visited has explored the effectiveness of planting by the moon through "fair testing" with their students in the school vegetable garden. Their conclusions are that it works! Very well! And good to know!

That's why the garlic experiment.



Oh, and it's raining!

Simple moon planting:

When the moon is getting bigger, known as waxing, the life force or energy is going into a growing phase.

So it's time to plant seedlings, apply foliage fertilisers, prune to stimulate growth and any activity where you want growth and foliage and general expansion.

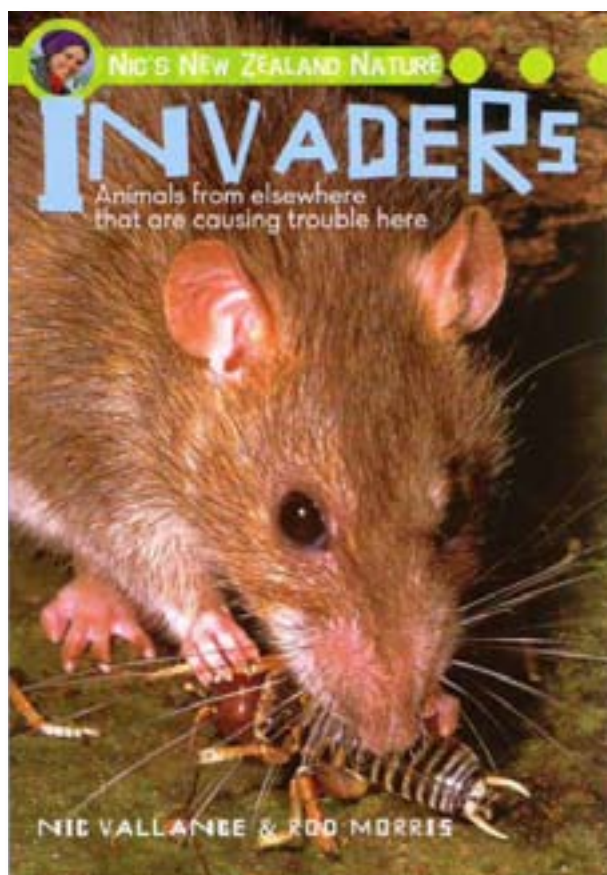
When the moon is getting smaller, known as waning, the life force or energy is going into the roots.

It's time to apply organic manure, prune to retard growth, kill weeds and pests, cultivate, and strike cuttings of plants that need a period of dormancy before they grow and to plant root crops.

Of course this is simplistic, and more detailed calendars are available on line. Ideally, contacting local gardeners and experts to find locally specific hints about seasonal activities in the garden in your area would be best.

Anyway, even though it may be mid winter, it's actually all on from here. As the days begin to get longer and the nights shorter the earth is warming, waiting and reflecting herself as she also readies herself for spring.

So, I'm off to light the fire, one of the great rituals of winter I particularly enjoy, and to reflect on the rain that gives me the excuse to enjoy my time inside and reflect, instead of go out into the garden today (except to pick some greens for tea).



Nic's New Zealand Nature...

INVADERS Animals from elsewhere that are causing trouble here

By Nicola Vallance, photography by Rod Morris

Published by New Holland Publishers (NZ) Ltd

RRP: \$19.99

Television presenter Nicola Vallance, who has a honours degree in Zoology and Post grad qualifications in natural history, alerts us to the multitude of animals and insects which have been imported into this small country, and how they are threatening our native species – both plants, animals and insects. This small book which is eminently readable has sidebars with 'fascinating facts' and other snippets of interest to the reader.

However not only does Nic tell us the downside of what is happening but also gives some suggestions on what can be done to remedy the situation – what you can do for your cat or dog to keep them happy and out of trouble with native birds and lizards.

The book is illustrated with excellent photos by Rod Morris who specialises in photographing and filming New Zealand wildlife.

While this book is recommended for 9 – 14 year olds, I'd suggest that as an informative resource book about the flora and fauna of New Zealand, and its predators, its appeal is to a more wider ranging group.

Whose learning is it anyway

In a dream, I had this conversation about the new learning research with a typical representative (TR) of the current view of learning.

Me: “Learners do the learning, right?”

TR: “Of course”.

Me: *Then how come they play such a passive role in managing the process?”*

TR: “Oh, that doesn’t happen any more, they have a lot of say.”

Me: “So they’re now managing everything they do and making all the decisions about their own learning, are they?”

TR: “Pretty much.”

Me: “In whose view?”

TR: “Well, it’s pretty obvious, just take a walk around some classrooms these days, see the engagement.”

Me: “So you’re saying engagement means they’re learning. Well hello, you might think that, but credible research says otherwise”.

Before TR could reply, the alarm goes off. Struggling out of bed, the incredulous look I see flash across TR’s face makes me realise that bringing people up to speed on this new research won’t be easy. In her face, too, I could see she’s also wondering what planet I’m from.

So am I from planet Earth? Judge from what I’m saying here. How important is it for any teacher to have an evidence-based understanding of the act of learning backing their classroom practice? If you judge it important, would you then be surprised to know there’s nobody in any school employing such an understanding.

No, the understanding all teachers use is entirely based on belief. As well. all the science that education has accumulated around learning likewise arises out of those same beliefs, so little comfort there either. Remember also, two of New Zealand’s – and the world’s – most credible researchers of classroom learning, the late Graham Nuthall and John Hattie, make it plain that few, if any, involved in the whole education sector know anything about the act of learning, not that anybody outside of it does either. Are you beginning to catch my drift?

Not that the act of learning has ever excited much curiosity. It’s always been assumed that humans learn. Oh, there are heaps of folklore understandings out there about learning – common sense explanations providing various explanations for all sorts of things, like why some learn yet others don’t, and so on. But the whole of it, Nuthall’s found, is based on unsubstantiated beliefs, on myths and on misunderstandings.

Though we’d all want it to be otherwise, it’s true, ignorance is driving all policy and practice pertaining to learning. Surely that’s a situation no education system wants to find itself in. What it causes is massive inefficiency, making it very difficult for any student to acquit themselves as well as they should.

Getting a proper handle on what this inefficiency looks like is important. Keep very much in mind here that practically all students possess a “remarkably similar” capacity to learn (Nuthall, 2001). One face we can put to this inefficiency is the huge achievement gap we keep hearing about. For instance, the most recent NCEA results, at the Year 11 Level 1 stage, show that there’s a 30 per cent achievement difference between the Maori-Pacific Island student block and the rest.



But that's not the half of it. For even amongst the better performed block of students there's an unacceptable level of unevenness of outcome. So when we're thinking gaps, we need to keep that in mind also. The need to understand the importance of this particular gap prompted me to develop a "notional diagram" to demonstrate what's happening here (Loper.2007). It shows that in the better performed block, there's this un-remarked gap between the better and the less achieving students that's far more tellingly serious, efficiency wise, than that more visible gap that gets all the headlines. Being numerically much the larger block, this almost entirely un-remarked loss signifies that something like 50 percent of the total overall learning capacity of our nation's young isn't being profitably engaged.

That's one hell of an impost on the future of our country's young, to say nothing about loss to the economy. It sends a message, too, about who and what has to be targeted if we're seriously wanting to rectify things and engage that non engaged capacity. Imagine what it's going to take to recapture a situation of that magnitude.

There's no escaping, either, the realisation that the scale of the turn around necessary here is beyond what education has ever shown itself capable of achieving. Not that, as yet, there's any realisation surfacing that there's an issue or that there's a need to be doing something different.

Current policy and practice are heading us into a situation characterised by that old adage – the one that says if you always do what you've always done, you'll always get what you've always got. The best we can hope for here is that maybe some inspirational leader might realise the mess things are in and start doing something about it. Maybe too, we could hope a bunch of parents might get a sniff of what's going on and start making a well justified fuss.

Enough of playing the gloom merchant. What we now have on offer – courtesy of the peerless research contributions of the late Professor Graham Nuthall – is the most promising scenario for education we could possibly write. The relevance of this new knowledge will be better understood, though, when the part it shows the learner must play in their own learning is better understood. Once that's accomplished, there'll be no doubting the way classroom practice will need to be fashioned.

Loud and clear, what that research is shouting is that the learner is king. The learner does the learning, nobody else. Moreover, the learner determines what's actually

learned, nobody else. The full import of that may not be immediately apparent, but read on.

Each individual learner processes his/her own learning experience as and where it's all happening. Nobody else can do that for them. Each makes the decision as to the meaning it has for her/him personally. Nobody else can do that for them. It doesn't matter whether the learning setting in question is very rigidly controlled and prescriptive, or whether it's the most *liaise faire*, or it's the most student-centred one ever seen.

As part of that process, each learner, too, stamps their own imprint on the understanding they pick up. That spin, as you might call it, makes each person's learning unique. This uniqueness of understanding is a defining feature of every bit of the understanding any learner comes up with. Nuthall found it's marked enough to make each learner's understanding distinctive to the point that, say in a class of 25 to 30 students, only two or three students might end up with an understanding that matches – not that any teacher will know which of the students are involved in the match (Nuthall, 2001).

Understanding, it seems, has much in common with memory formation. Memory is known to be a reconstructive process, meaning what's remembered changes and becomes "coloured" or edited over time. Happening as it does more in the here and now, similarly, understanding is constructed from all prior knowledge and from all experience and information the learner deems relevant to the learning task in hand.

The situation is however complicated by a timing issue. Nuthall found that for students trying to construct meaning/ understanding and permanency of recall around any new topic/idea/concept, it's necessary for each to experience the full information involved on a minimum of three occasions (more that three adds very little). After the first experience of the new information, the two subsequent experiences need to take place at roughly two day intervals thereafter. In passing, it's worth noting that this particular finding is a major breakthrough. It enabled Nuthall to put together a computer model that provided him with the power to predict learner success, an unprecedented accomplishment.

When you think of how often students are dealing with new topics, ideas, and concepts, not being aware of this requirement, must on it's own be responsible for a huge loss of effectiveness. Think, too, of the implications this has for time tabling in delivering curriculum.



So there we have it, no matter how much things may appear to be otherwise, each learner is the final arbiter of the understandings they end up with, be those right or wrong, be they skewed awry, be they deeply or superficially formed, be they whatever. Though information input may come from others – the teacher and other classmates – or from other sources, it's the learner who decides the personal meaningfulness and relevance of it all.

Yet another major Nuthall finding pertinent here is that no teacher has an effective means of picking up on all these unique understandings – the traditional means available are simply not sophisticated enough for that (Nuthall, 2001). That deprives teachers of much vital information.

But that's not how teachers see things. Not realising it, they make decisions about what they think each one of their students understands, doing so on the basis of incomplete, if not at times completely wrong information. This renders teachers powerless to make the adjustments to their teaching and curriculum they might otherwise make. It's another major source of the inefficacy teaching practice is locked into.

Especially in assessing and evaluating student learning, not really knowing what's what puts teachers at a serious disadvantage. Since each student knows more about what's happening in their own heads than anybody else, logically that makes student participation in evaluation mandatory. In my view, it warrants them being taught to take charge of the evaluation process.

In processing their learning experiences, students appear to be operating according to their own internal frame of reference. It's this framework that produces each student's unique "take" on any given concept, idea or topic. It's from those "takes" that innovation springs, so it's important that we preserve the best possible conditions for fostering uniqueness.

That personal framework then assumes great importance. Think of it as consisting of a number of personal "contexts". By my reckoning there are five of them and they can be visualised as a Venn diagram. Think of each "context" as being different coloured, overlapping discs, each on a common axle but having no fixed centre point, allowing each to achieve an infinite range of overlap, the one with all the others. If you like, it's another way of conceptualising how the uniqueness Nuthall talks about works.

As I see it, one context consists of all the learner's previous experience, prior knowledge and learning skills. If you like, this is the cognitive component.

The next three all have to do with the sovereignty that the learner holds, or should hold, in respect of all their own learning. If you like, they concern the learner's *tino rangatiro*. They consist of the learner's sense of

control of the learning process, the learner's sense of independence in doing the learning, and the learner's sense of ownership of the learning being undertaken.

It's infringements against these three that seem to be the most damaging to student learning. Infringements occur as an inevitable consequence of the universally used teacher-as-manager-of-learning model, also known as the traditional model. The amount of teacher instruction inherent in the traditional model habituates students to doing as told, leading to a condition I call dependent learning. A parallel to what I'm saying here is Nuthall's finding that students who just follow instructions and don't invest any of their own purpose into the activity, fail to learn.

With this dependency goes a feeling that the learning done belongs to the teacher. Associated with dependency goes reduced initiative taking (ask employers of graduates about this one), loss of connection to what's being done, tuning out, and decreased innovation. One surmises that this dependency affects attitudes to lifelong learning, leading to a reduced willingness to engage in it.

The fifth context is then the learner's sense of purpose in doing the learning. Nuthall has found this is something every learner must generate for themselves, doing it for each and every task that's undertaken. If you like, this is the motivational component.

But it's not the sort of concept of motivation that's commonly held. Being self-generated, it's questionable whether the returns teachers get from trying to generate motivation are worth the effort they put into it. Even when such externally provided motivation appears to have had a beneficial effect, there's no guarantee (a) that it has, or (b) that if indeed it did have an influence, that it's done the students, or anybody, any favours.

As is being demonstrated here, the new research is making clear that the act of learning is a much more student-driven in nature than has ever been imagined before. That means it's quite a lot different from any of the various practices we know by such names as independent learning, individualised learning, student-centred learning, self-paced learning, discovery learning, interest-based learning, vocationally-oriented learning, and the like. In chasing them, we're chasing the wrong rainbows. Anyway, all of these are but variations of the traditional model.

Also, similar to what Nuthall noted about teacher use of the so-called learning styles, such practices are almost never used as a sole approach or consistently in 'pure' form. They're used more as add-ons to the everyday programme or as an amalgam or as a variable pastiche.

All the evidence we now possess suggests that the learner should be accorded an active and controlling voice in the whole learning process. That means the learner needs to be accorded decision making power in relation to the six



stages of choosing, planning, implementing, monitoring, evaluating and deciding the next step, in relation to all learning tasks undertaken.

There is a learning model that meets these requirements. In the mid 1980s, when it became apparent to me that a new learning approach was required, I collapsed two well respected and accountable processes, scientific method and the Individual Education Planning Process, into one, producing a model I call Self Directed Learning™(SDL).

SDL, then, is a six stage process and very flexible with it. Though it preceded Nuthall's revelations by some years, it fits most of his findings surprisingly well. It's been trialed successfully in a number of different contexts with students aged from about 8 years through to mature adults. This has occurred in contexts as varied as individual, class wide and school wide interventions, and as the basis of a new approach to staff development. A version for skilling secondary trainees in its use has been used in a Diploma of Teaching programme in Tauranga campus of Waikato University.

It's also intended it'll be used in what's being styled as a new era education trust that Ngai Tahu will be creating in the South Island to help secondary schools there make use of the Nuthall research. This initiative is backed by the likes of the Graham Nuthall Classroom Learning Trust and the College of Education, Canterbury University along with a number of well known academics, experienced special education professionals and some prominent tribal CEO's. (A diagram of SDL is available on request.)

To conclude, this article's been about recognising who determines what's understood as learning in classrooms, and exploring some of the implications of that. The new research allows a new understanding of the learning process. It not so much allows for the possibility that each individual learner might now be put in the driver's seat as regards their own learning, it virtually demands it.

The detail of what that would require is too much to go into here. Besides, that's a part of the story that still needs to be written. What it will actually take to get it into place will only become apparent in the doing of it. Though other usage of the approach being advocated suggests it eminently viable, after all it's an entirely new approach. The task for teaching practice becomes, though, one of how rapidly it can gear up to skill all students to be fully self-managing learners, this training to start as near to day one for each new entrant as possible.

What Nuthall's also demonstrated, though, is that if students were to be trained to assume control of the decision making pertinent to their own learning, then there's a real possibility of vastly improved equity of outcomes – ones having the possibility of matching that "remarkably similar" learning capacity of which he's made us so much aware.

In passing, we should recognise too, that it's always going to be impossible for a solution to the equity problem – especially one of the quality being spoken of here – to emerge from within the existing learning paradigm.

Above all, Nuthall allows us to see that the learning issue involved is systemic, meaning we've got to acknowledge all students are being negatively impacted. Concentrating just on solving that most visible achievement gap – especially doing it the way current approaches are trying to do it – isn't an answer, or even a part answer, as history is proving. It's just as necessary to solve that invisible gap spoken of as it is to solve the more visible one. Moreover, the same remedy is required to make both those wasteful gaps disappear.

Now we have the means to do it, we should be turning our thinking towards how to write a happy ending to the story of the equity of educational outcomes. If the movie of that gets made, once we all understand whose learning it is, there'll be no shortage of candidates for the starring roles.

Laurie Loper, Reg Psychologist

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Teachers are increasingly being encouraged to start, and maintain a reflective diary. This assists in many aspects of a teacher's understanding, of their children, processes - both their own and those of the classroom and the school and probably most importantly it helps in their understanding of themselves.

As a working tool it is an important facet in a teachers quest for improvement.

Good Teacher Magazine is privileged in having permission to print as a regular feature, the diaries and thinking of one of these teachers....

Teacher Diary 1

William had finished his poem; the topic he had chosen was a thrush. There was the usual lack of spark in his writing made worse by his insistence on rhyming. [I made a mental note to myself to stop reading heavily rhymed poems to the children, particularly poems written specially for them.]

He brought the poem and his lino cut to me (the one from his third attempt). I acknowledged his work, preferring, though, not to say anything direct. Better for him to work things out for himself.

He went to Catherine and asked what she thought of the lino cut.

'What about some branches to fill up that gap?'

Yes, indeed! Discussions like this with other class members offered good possibilities for improving art work – perhaps because of the understandings that had been developed as a result of whole class discussions. With art, however, they seemed to know what they liked and, to a certain extent, why; but the possibilities were not so good in language because of children's seeming lack of discrimination in the area.

But what to do? I didn't want to give instructions to them about what topic to choose, or to give them instructions before they began writing; nor did I want to lay out the starting point for them. Sometimes the starting point would be art, the form mainly at their discretion; sometimes it would be writing, once again, the form mainly at their discretion.

When they began lino cutting a few weeks ago, as was my practice in art, I didn't suggest a topic for them. I was, however, taken aback by the clichéd outcomes: yachts, aeroplanes, and stick figures. As well, large areas were unfilled, and there was a lack of balance. This was all the more surprising because they were the same children who had done such impressive pots. After a number of attempts, however, the children slowly tired of working at the clichéd level, and began to take more interest in filling in the blocks. This allowed me to begin praising the good things that appeared. Soon I found that the children were noticing good things, too, and were pointing them out. I was relieved to see some of them using topics from the environment, for instance, trees, houses, and flowers.

It looks as though the regular environment walks had begun to pay off. I noticed as the walks accumulated the children becoming more perceptive in their observations. In an oblique way, I encouraged them to use their senses: what they saw, heard, smelt, and touched. On one occasion, a child changed perspective by lying down and looking up; other children immediately followed the lead; changing perspective was to become a regular part of their walk routine. Whatever we did look for, or concentrated on, nearly always came from the children. I didn't want to take away from them discovery opportunities. Sometimes they searched for tiny animals or felt the wind. Trees were a favourite: they looked at shapes; they felt leaves and trunks; they noted branch patterns; they became excited at buds

appearing, leaves falling, nests, or bird inhabitants. Clouds and shadows were also favourites. On one occasion we put on our raincoats and explored gutters and observed rain hitting, flowing, and accumulating. Small animals began to be noticed: spiders and their webs, worms, snails, slaters, moths, butterflies, bugs. When a child remarked on an interesting shape or pattern, the children were soon looking for similar shapes or patterns.

These walks were intended to be an overall programme stimulus. Just this week, a thrush had become a focus, as did some snail eggs, a fern-shoot uncurling, and the leaves on a cabbage tree. They were getting better at 'seeing' things. Individual nature interests were taken up by the children mainly by writing poems and doing lino cuts, though three children did clay work. I often undertook short lessons on topics that arose from these walks. This week I took a short lesson on snails. The children were interested, but only a handful chose snails as their topic – which pleased me. A number of the children went to other sources for more information on their chosen topics (books, computers), which I neither encouraged or discouraged. At this stage, I really wanted the children to observe directly, do their own thinking, and develop their own knowledge. (On balance, I probably discouraged.)

Most of the early work they did with lino cutting was incomplete and done with the same-sized cutter. I was surprised how long many of the children continued in this fashion. To encourage the children to move forward I drew attention to Thomas who had used several different cutters and filled in the areas satisfactorily. In our regular end-of-the-day discussions of work, there was attention to balance in pictures. The children were soon pointing out the effectiveness of well-filled blocks and pictures. My hope now is that the children, who knew where to place a line or shape when decorating a pot, will soon demonstrate a similar sense of rightness in the new medium. Some of the younger children kept on using one cutter. Actually, this turned out all right. [I must be careful not to over-direct and get in the way of their development by transmitting technical knowledge before they had any real need for it.]

But what to do about their written work? The children had produced many pages of clichéd written work to go with their clichéd lino cut and other art work – but the lino cut and other art work had improved. Then Anna wrote a short poem about gum trees which had a subtle internal rhyme and a welcome accuracy to its description. This was a fillip. I urged myself to be patient. These, after all, were early days, such a poem represented an encouraging breakthrough, and perhaps there had been a reduction in 'aeroplanes-in-flames' kind of writing. This was the nature of teaching I had found – a way forward not always being clear. What I knew, though, was that I didn't want to change philosophy radically and become directive with the children.

I noted again the way the children were forcing themselves into rhymed poetry with all the insincerity that could lead to, and reproached myself for the rhymed models I had read to them. As well, the children were nearly always choosing poems as their writing form.



Yesterday, at whole class discussion time, we reached agreement that they would more often consider prose as the form to be used.

To encourage sincerity, the children were asked to suggest sayings from other people's work that appealed to them. (We displayed these sayings amongst the art work.) This led to

discussion by the children about why some sayings had more power than others. The intention was that, in the long run, this would become a stimulus to more truthful writing.

We continued the practice of the children's work nearly always being presented in some way or other to the class. As well as the discussions being helpful to the children in their work, it gave me an insight into the quality of their thinking. I was encouraged by their improving ability to make judgements on the basis of the qualities of the writing and not current attitudes to the writer. The children did make allowances it seemed to me for writing that was a good effort for a particular child. There was, though, an increasing lack of tolerance for lazy expression. All this, however, had not yet led to a marked improvement in their writing.

I decided, after considerable hesitation, to become more engaged in the children's writing, albeit subtly and temporarily. I felt the children, especially the older ones, would benefit from more direct questioning. I did not do this with any expectation of a quick and substantial lift in the quality; indeed, I expected the immediate outcome to be a fair amount of contrived writing but, it was hoped, with sufficient flashes of sincerity to justify the intervention.

Charlotte had written, 'The black vine weevil was starting to make its home. I thought it was going to have eggs.' [Transmission of knowledge like this, is an example of an uninvolved writer.]

'How did you feel about the weevil and what it was doing?'

Aroha had written, 'If you look at a flax plant you will see it wave in the breeze.' [The use of 'you' rather than 'I', and the indefinite article 'a', are indications of an uninvolved writer. She is unlikely to have had a particular flax bush in mind.]

'Did it really wave in the breeze?'

'Were you thinking of a particular flax bush?'

'Go and have another look.'

John had written, 'The caterpillar looked funny.' [Children using words like 'silly' or 'funny' are not making an effort to find the right word.]

'Why did it look funny?'

Mere had written, 'I saw the wind catch the pine trees. It blew them from side-to-side.' [I praised Mere for the metaphor 'catch', but questioned her about the description of the trees' movement.]

'Did the trees really move from side-to-side?'

'Next time you see wind blowing into the pine trees, look carefully at how the trees really move.'

Michael had written, 'Once we went fishing and saw a baby shark.' [Using 'once' was the way he regularly began stories.]

'Why don't you give me more precise information? When did you go fishing?'

He wrote, 'Last Monday we ...'

Improvement will not be easy; teaching, I have found, is not best done to a recipe. My emphasis will still be on us responding sensitively to work produced – delighting in magic moments when beauty and truthfulness are expressed. At this juncture, I am pleased at the way the children are ranging over a number of topics in their writing, and the way a few have broken through to sincerity of expression, but there are still some who are not well occupied during free writing time and producing little of value for long periods.

Putumayo World Music

“guaranteed to make you feel good!”

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.

Two more distinctive cd's from Putumayo.

New Release Putumayo Presents: India

If you were looking for a cd which would remind you of indian song and dance movies you would be disappointed.

These are more traditional songs with more gentle beats than you might be accustomed to. While at first listening I was a little disappointed I would hasten to add that repeat playing meant I could appreciate the more subtle nuances within the Indian music which I no longer look for in the modern offerings. After the more usual western european music this sits well as a completely different listening experience.

Putumayo has done it again!

The inside notes are in English, Spanish and French and the playlist is:

- 1 Bombay Jayashri • Zara Zara
- 2 Niraj Chag featuring Swati Natekar • Khwaab
- 3 Sanjay Divecha featuring Kailash Kher • Naino Sey
- 4 Uma Mohan • Shiva Panchakshara Stotram/Shiva Shadakshara Stotram
- 5 Satish Vyas • Homeward Journey
- 6 A.R. Rahman & Chinmayee • Tere Bina
- 7 Susheela Raman • Nagumomo
- 8 Deepak Ram • Ganesha
- 9 Kiran Ahluwalia • Vo Kuch
- 10 Rajeshwari Sachdev • Maavan Te Tiyan

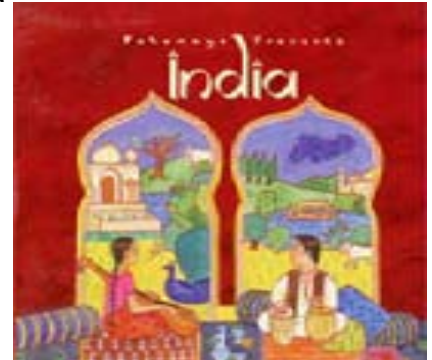
With Putumayu Presents: Brazilian Lounge

I was back on more familiar ground. Again the rythms expected of a country where dance and music are a vital part of life.

If you don't find yourself wanting to kick back, chill out and pour a great coffee (- or something stronger!) to enjoy while listening to this cd, I'll be surprised

The overall feeling of this lovely cd is of warm summer evenings, a good wine and great company. even if the company has to be yourself and the cd player... enjoy - this one will do it for you!

- 1 Paula Morelenbaum • Brigas Nuncia Mais
- 2 Mundo Livre S/A • Meu Esquema
- 3 Luca Mundaca • Há Dias
- 4 BossaCucaNova feat. Adriana Calcanhotto • Previsão
- 5 Marcos Valle • Água de Côco
- 6 Bia • Mariana
- 7 Katia B • Parece Mentira
- 8 BiD feat. Seu Jorge • E Depois
- 9 Bebel Gilberto • August Day Song (remixed by King Britt)
- 10 Dois Irmãos feat. Mariana De Moraes • Como Vou Fazer (Remix)
- 11 Marcela • Os Grilos
- 12 Marissa • Saudade Fez Um Samba



Old Pig

By Margaret Wild

Illustrated by Ron Brooks

Published and distributed in New Zealand and Australia by Allen & Unwin

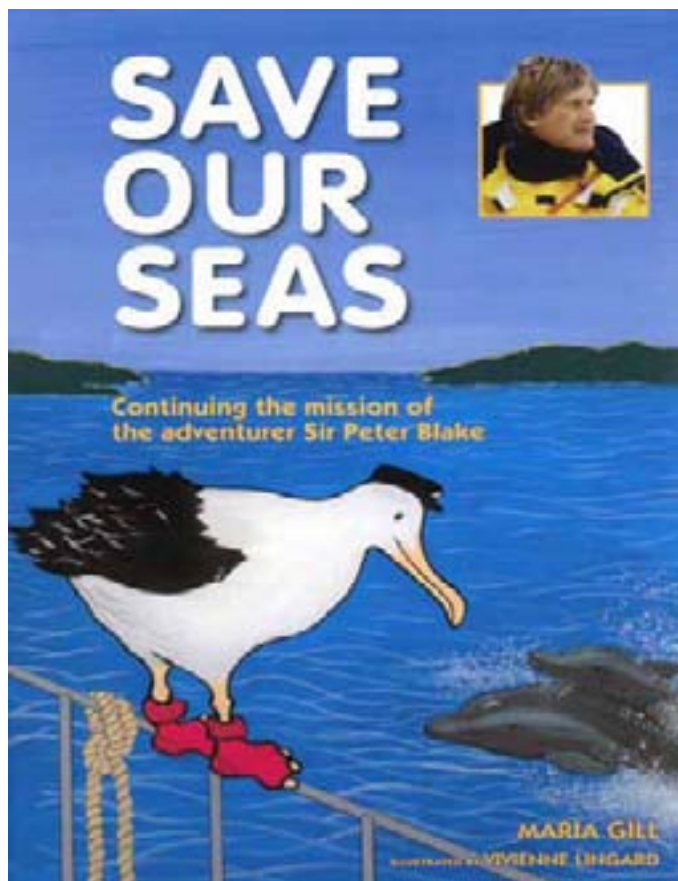
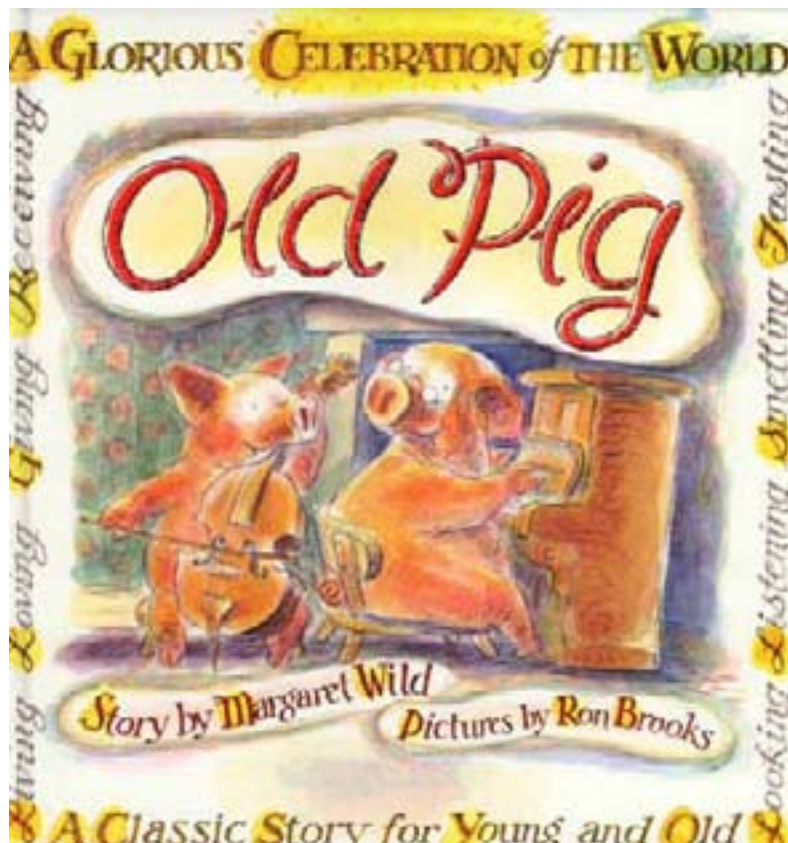
RRP \$32.99

Popular author Margaret Wild has a beautiful book in Old Pig. The text is complimented and enhanced by to beautiful illustrations by Ron Brooks, also a renown illustrator of children's books. This is a reprint of the original published in 1995.

Explaining the death, 'passing on', 'passing over' of someone can be one of life's most difficult tasks, especially to some one young. Often they have not even had the experience of a pet dying to assist in informing them of what has happened when an elderly relative dies.

Old Pig takes the reader on a journey which is very sad but at the same time is one of hope for the future. It offers the young reader (and is best as a shared reading with an adult) an understanding of the process which is gone through as we age – in this case a journey taken by an elderly pig (Old Pig) and her granddaughter (Granddaughter). The book is moving as Old Pig puts her affairs in order and gently leads Granddaughter to understanding that she may not be present forever.

Suitable for readers aged 4 and over I would suggest it is an excellent book for sharing. It is definitely going to be in my library.



Save Our Seas Continuing the mission of the adventurer Sir Peter Blake

By Maria Gill, Illustrated by Vivienne Lingard

Published by New Holland Publishers (NZ) Ltd

RRP: \$19.99

This book with it's intrinsic 'green' message is delightful. The aptly names Skipper L.B. Tross (read that one quickly!) takes the reader on an informative journey around the coastline of New Zealand. Covering on the way excerpts from Sir Peter Blakes' original logs (the book is endorsed by the Blake Trust), and looking at the plants, animals and fish which may be encountered on the way... finding what could endanger them and how the reader can help and become more eco-friendly in the process.

The book is interactive with jokes, word puzzles and activities on each spread, along with helpful internet links to access more information.

The illustration and layout of the book ensure its appeal and it is certainly one which not only supplies a large amount of information but it is also a resource which is easy to dip into and with the chapters focussing on journey's between different ports of call, the skipper show how while there is a great distance around the perimeter of New Zealand it is an interesting voyage with a diverse range of points of interest to see.

Recommended for 8 to 10 years this book should be in every child's class or better still... home.

books and things

Social Media Marketing: An Hour a Day

By Dave Evans

Published by John Wiley and Sons

RRP: \$54.99

"Social media is most different from traditional media in that it lacks the option to force an interruption. Your message has to be invited in."

This point from Chapter 8 of Dave Evans book sums where social media is coming from. We disregard it at our peril. The world now currently runs on a variety of networks both business and personal - and sometimes the distinction between the two can be difficult to ascertain. However this up-surge of social networking for both business and personal use has meant a total rethink on how we communicate.

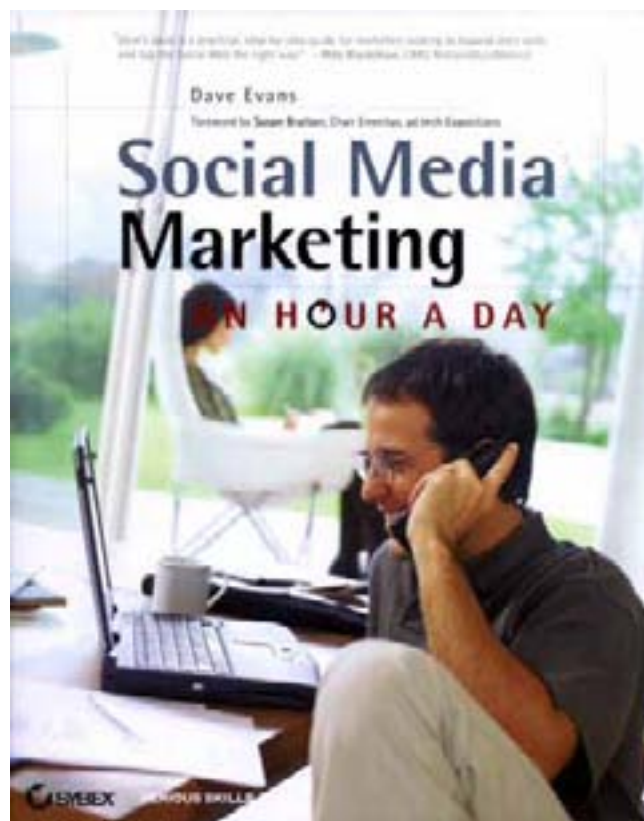
"Dave Evans is a leading expert in social marketing whose passion is tapping the power of connected social networks through word of mouth and consumer-driven media." – press release

In this comprehensive book (usable as a text-book) Evans covers all aspects of the social media phenomena. While Social Media Marketing is principally aimed at the business community if you consider your school to be a business and the pupils and wider community to be their clients then I think you will see how this book could be of use, both as a source of information to keep you current with today's thinking, and also as a source of the tools you could be using to communicate with your clients.

The book is divided into months and weeks and gives the ability to conceive, plan and conduct a campaign by working through the steps introduced. There are also worksheets for assistance. Evans helpfully tells the reader in the introduction (pg xx) how they can best use the book according to their level of social media (and marketing) understanding.

Part 1 lays the foundation for social marketing with a quick survey of the current landscape.

Part 11 helps readers prepare their own social media marketing strategy.



Part 11 shows how to leverage the tools and techniques that are available today, examining everything from blogs and RSS feed to podcasts and video, to social networks and user-generated-content sharing sites like YouTube.

Now before you tell me you are not needing to market anything and so it is not for you... then consider... your school needs promotion, events the school uses as fund-raisers need promoting, and when you decide to change jobs you also need promotion... enough said?

I enjoy communication and marketing but that said I can see why this could be an excellent book for schools and individuals to have, for a myriad of reasons. I was impressed enough that I now follow Dave Evans on Twitter.

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Ella's Adventure

Finding the 'right' writing opportunity often just pops out of nowhere. Those authentic contexts are worth so much when it comes to expressing oneself. As teachers we must always be on the lookout for these opportunities and give those students permission to let those creative juices flow. Our students often

have experiences that are such wonderful sources of inspiration. Ella's experience was one of these. Last spring my young neighbour Ella had the most amazing adventure. A wild duck was nesting by the side of the road – I won't spoil the story for you, read on and enjoy ...



The Tauhei Ducklings

Spring 2008



If you were a duck, where would you build your nest?

Ella couldn't believe her eyes when she spied the nest for the first time. Here it was right beside major road works. Dangerous machinery and busy road workers had the nesting mother surrounded. Dust was choking the air coating everything including the nest

Ella visited the nest lots of times. Nothing changed much. The men working on the road continued to take care not to disturb the nest. The mother duck soon became more comfortable with each of Ella's visits.



One day Ella decided to take a closer look. She knew that it wasn't a good idea to disturb the nest but curiosity got the better of her.



Carefully Ella and her mum squatted down beside the nest. The mother duck watched nervously from a short distance, keeping a wary eye on the intruder. Ella gently picked up the nearest egg and scanned the shell looking for any sign of hatching.

There, just faintly, she saw a tiny crack,



*Ella was so excited.
She peered closely
at the crack. She
was certain she
could see some
rather damp
feathers just beginning to poke through.*



*Gently she peeled away a small piece of eggshell to get a better look,
All the while the mother
duck watched Ella from
close by. The duck
seemed to sense that
Ella meant her and her
eggs no harm.*





Ella couldn't wait until the next morning. Her mum warned her that the mother duck may have been too scared to come back to her

nest but somehow Ella knew that she trusted her and she would be there.

Ella and her Mum visited the nest early the next morning and sure enough there the duck was.

This morning they had taken some food for the mother.

As Ella cautiously approached the nest, the duck hopped off and stood to one side looking

inquisitively at the food. Ella could hardly believe her eyes – two ducklings had hatched overnight.



One little duckling seemed to be a bit reluctant to leave his shell. His beak was opening and little squeaks were coming out – protesting quite loudly.



You wouldn't exactly say he was cute in fact he did look rather bedraggled.

After school Ella visited the nest again. She couldn't wait to see what had happened during the day.

The mother duck quacked hello and waddled off the nest as Ella approached.



The duckling's damp feathers had now dried to a soft fluffy down.



Ella cradled each of the new arrivals gently in her hands. They seemed to trust her just like their mother trusted Ella to keep her babies safe.

There they all were snuggled down in the nest. There were nine beautiful ducklings and one egg to hatch.



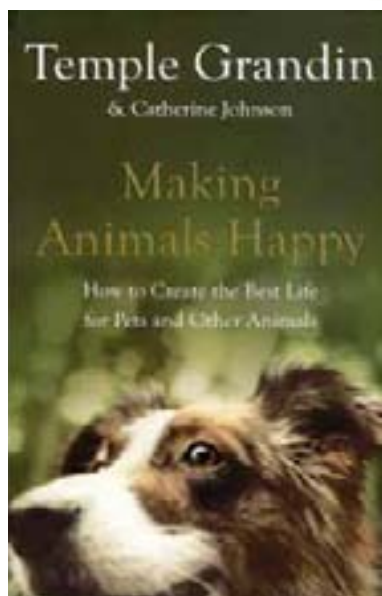
The next time Ella visited they had gone and she felt sad. This had been such a special time.

Ella would never forget the time she spent watching the hatching of those lovely soft ducklings.



As we all know it is not a good idea to interfere with wildlife especially when they are nesting. This story not only gives an insight into the wonders of nature, it also shows Ella's amazing gift of developing trusting relationships with animals.

Ella and I collaborated on this story and for me it was one of those special times where our purpose for writing was clear and so much fun. Ella has shared this story with family, friends and schoolmates with pride.



Making Animals Happy

How to create the best life for pets and other animals

By Temple Grandin & Catherine Johnson

Published by Allen & Unwin

RRP: \$39.99

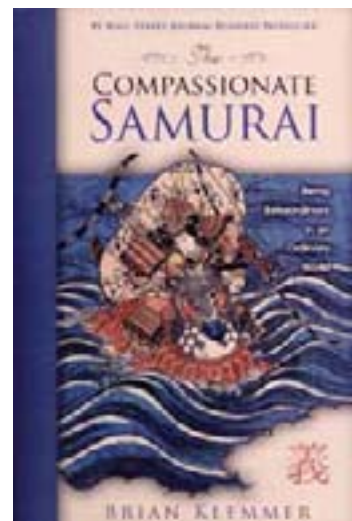
As an owner of countless cats and dogs (well 6 of one and 3 of the other – ok so I live in the country!) I found this book of great interest.

Using both the results of her own research and other recent which is available Grandin has given fascinating insight into why animals behave the way they do. She show us how to make our animals happy, and one would infer our lives happier in the process. Finally someone is not afraid to tell us that animals (dogs especially) can take on what we consider to be human characteristics. Whether they do this to please us or whether my dogs and one of the cats smile as a appreciated reaction to my behaviour is fine by me, at least I no longer feel silly telling anyone!

Following through Grandin's writing on dogs, cats, horses and a myriad of other animals, her explanations on how to meet their core emotional needs is fascinating. Finding what researchers have discovered and how reactions can differ in ways we would not usually recognise gives many 'ahah' moments while reading. Whether you want to pick this book up and read it from cover to cover or if you have a specific interest in particular animal groups doesn't matter ... you will find whichever you choose that there is plenty for you to learn.

The only element I found slightly distracting was the reference to the authors autism, this was distracting as it was thrown in there with no acknowledgement of which author it was and yet it could have had some interesting links to the animals under study. Those who are studying human psychology could also get a lot from the in depth research, and from the links in the bibliography.

I enjoyed this book – in my case especially the sections on cats and dogs, and I will be recommending it to both animal owners and as an interesting and informative book for others who are working with animals.



The Compassionate Samurai

Being Extraordinary in an Ordinary World

Brian Klemmer

Hay House

RRP: \$24.95

Brian Klemmer is a military academy graduate and leadership seminar leader. He is attributed with working with hundreds of thousands of people and to have a client list starting with Aetna Life Insurance and finishing with Walt Disney Attractions with a myriad in between.

On starting this book for review I was at first a little perturbed by the seemingly frequent references to the 'Heart of the Samurai Seminar' and wondered if the book was in fact created to be a focus and selling point to accompany these. This was compounded by the exercises for the reader to ponder near the end of the book.

However in reading further I realised that the book reflected its rather superb cover art. This book is appealing... its initial look is interesting. The cover design by Tony Laidig is beautiful and totally appropriate for the contents. And the contents? The comparison between the life and leanings of a Samurai warrior with those of modern man (generic use – please insert woman if you are offended) both in life and particularly in the business world is a fine crafting of ideals.

In this book Klemmer takes the ten codes (character traits) embraced by the samurai, he elaborates on them and offers a life changing theory of how we can achieve aims while maintaining integrity and without losing ethical beliefs.

While it espouses one man's beliefs on the possibility of human nature's achievement, it does offer the opportunity for those who like to have inspirational books on hand ... either to devour and live by entirely, or indeed to dip into and take those parts which fit their needs... this book is ideal.

And those questions I was concerned about ... they are an aid to reflection on the aspects of the ten codes and as such, while they would be great for break-out groups in an seminar session, they are also very valid as triggers for the reader to keep on track.

While I had reservations initially about the book I have to admit that once I had finished it I felt that it has a manner which a lot of businessmen would benefit by partaking of. For those times when there is a need to step back, and think on where you have come from and how you are going to approach the next step... than this book will come into its own. A great gift for the business person in your life

Why Do We Travel?

Part three

The Travelling Teacher is on summer vacation in the Northern Hemisphere... Part three of Why Do We Travel? will be in the Term Four issue of the magazine, however you can catch up on some of his previous articles by going to the Travelling Teacher Blog at... <http://www.goodteacher.co.nz/travellingteacher>, or following the link from the Good Teacher website - <http://www.goodteacher.co.nz>



As a magazine we pride ourselves in NOT printing press releases. However the following came through the Editor's email not long ago and as a fiercely independent magazine the editor felt that there were probably no other magazines or print outlets in New Zealand who would have the courage to print it in its entirety. We welcome and encourage those who are prepared to point out what they consider to be wrong and even more so, encourage them to offer solutions. Long may freedom of speech reign!

'To hold to account those who take cheap shots at teachers'

Networkkonnet, the web site run by Kelvin Smythe, is nearing its second anniversary. On 12 July, 2007, the first of an 11-part series on Elwyn Richardson was posted. Since then there have been many other postings including a campaign against three professors who Smythe argued were reducing the mana of those heroes of primary school education – the teachers of reading in junior classes; and currently against Professor John Hattie who is from a category of research that produces findings highly acceptable to education conservatives.

Ivan Snook, Emeritus Professor of Education, Massey University, has written the following about Kelvin:

'Many years ago I said that in his writing Kelvin Smythe "took-no-prisoners" and he has not changed much over the years. It is in fact a sign of his deep commitment to education. In the '90s with Network Magazine, and now with networkkonnet, Smythe has shown a determination to hold to account those who take cheap shots at teachers. Along with his commitment to teachers he shows an impressive understanding of curricula and classrooms, derived from decades of visiting schools and being involved in curriculum development, advocacy, and research.'

'Smythe often gives academics like myself a hard time yet his writing is well informed by academic ideas though his detachment from academic institutions has allowed him to write more trenchantly than most of us are inclined to. His educational philosophy is a humanistic one forged in the Beeby years and carried on by inspired teachers like Elwyn Richardson. For many years, Smythe has provided a valuable service to education by being a voice for teachers and holding to account those who advance, or uncritically accept, ideological views of education. His networkkonnet has an important role to play in encouraging critical debate about educational policy and practice.'

Smythe agrees he has a deep commitment to classroom teachers who he says, if listened to carefully, are a treasure trove of insight.

The relative powerlessness of classroom teachers acts as a spur to him. Given his family background, for instance, cousins Tim and Maurice Shadbolt, or Auntie Rene (a nurse in the Spanish Civil War), amongst other family battlers for giving people a fair go, that isn't a big surprise.

Postings on networkkonnet, he says, get a range of responses from readers. He received contrasting responses, for instance, to the latest posting, a posting which gave attention to Hattie's relationship with the ministry – the following was the opening paragraph:

'Dear readers, I thought I'd make a discreet enquiry under the Official Information Act (OIA) about how the ministry and their favourite son, their golden haired boy, John Hattie,

were getting on. If you think Essex for Hattie, you're pretty close to it, but Anne Tolley as Elizabeth doesn't fit (not by a long chalk), Mary to a T though – which gets our sovereigns in a twist, but if you think medieval sovereigns in general, fawning courtiers, favourites, and privilege seekers, you're bang on. In that respect, I particularly wanted to find out if the 'in professor: all the others crawl' principle enunciated in Part 1 of the Hattie series was holding up.'

One principal was to the point: 'Too negative! Does anybody read this stuff?'

Smythe can feel some sympathy for her: a busy day ahead, and this in your face.

Another principal wrote: 'Found your OIA piece very interesting. Watching two people – Hattie and Alton-Lee – fawning all over each other. Ugh! Thank-you for doing what you are doing. I hope your findings receive wider recognition amongst those succumbing to Hattie's 'research'.

Smythe has many targets, for instance, the stultifying effect of the review office; the increasing centralisation of education; know-it-all politicians; high and mighty bureaucrats; academics struck dumb out of concern for their contracts; academics unable to produce ideas greater than their research; most quantitative research; computer futurists with their post-modernism, and their prattling on about education for the 21st century (the best way to prepare children for the 21st century is to meet their needs as they are now); and the prissiness and rule-bound nature of school education which is alienating our best and finest.

Some of his curriculum targets are enforced standardised testing and other stunts; the naïve belief that learning can be fairly represented in numbers (even if the figures happen to be honest); the overvaluing of process at the expense of knowledge; the narrowing and fragmenting of the curriculum; the way schools are being pressured to assemble flashy add-ons rather than being encouraged to find depth within the curriculum; the obsession with numeracy and literacy; the inability to see the interdependence amongst all school learning; the idea that the arts are somehow different from life: they are life – humans probably sang before they spoke, and certainly drew before they could write.

As for what he supports – he supports: more freedom for schools and teachers to be different; and the holistic teaching philosophy which is based on the idea of the cognitive and the affective being interwoven.

Smythe says networkkonnet has a small but loyal readership, with a significant influence beyond that readership. He predicts the web site will continue to be an irritant to the education hierarchy in the years ahead.

Top Ten

A quiz for early finishers. Although adept computer users may be able to find some of the answers on Google and the like, they may have to do a bit of thinking to get them.

Some may have more than one answer and that is just fine.

1. In which New Zealand novel does the opening sentence mention a murder and a theft of poultry?
2. Thomas Edison, Winston Churchill, Albert Einstein and Abraham Lincoln had what in common?
3. Richard possibly beat Wilbur and Orville. How?
4. What comes next? 1 2 5 9 5 8 1 2 5 9 5 9 1 3
5. What do Victor, Mike, Charlie and Oscar have in common with a character in a play by Shakespeare?
6. If Brad has three, Madonna has four and Jennifer has five, how many does Liv have?
7. The picture below is a parody of which famous painting?



8. If Jerusalem has 2, Haifa has 4 and Nazareth has 6, what does Tel Aviv have?
9. What do some sisters, a make of car and the Maori new year have in common?
10. If Jenny likes sheep but not lambs, puppies but not dogs, eels but not fish and grass but not flowers, which of the following would probably be true?
 - Jenny likes cats but not kittens
 - Jenny likes goats but not kids
 - Jenny likes mice but not rats
 - Jenny likes slippers but not shoes

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 A couple of marbles in case you lose yours
 A rubber band, to stretch yourself beyond your limits
 A piece of string, to tie things up when they fall apart
 A kiss to remind you that someone cares

*We would like to suggest that you gather the objects listed in the verse on the right, make up a small bag to present them in and add the verse (nicely printed on card)
 A thoughtful gift in these days of rampant consumerism!*

EDUCATIONAL WORD PUZZLE #10 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
 achieving

MERIT

term goals

EXCELLENCE

staffingg

SCHOLARSHIP

XE STUDENT

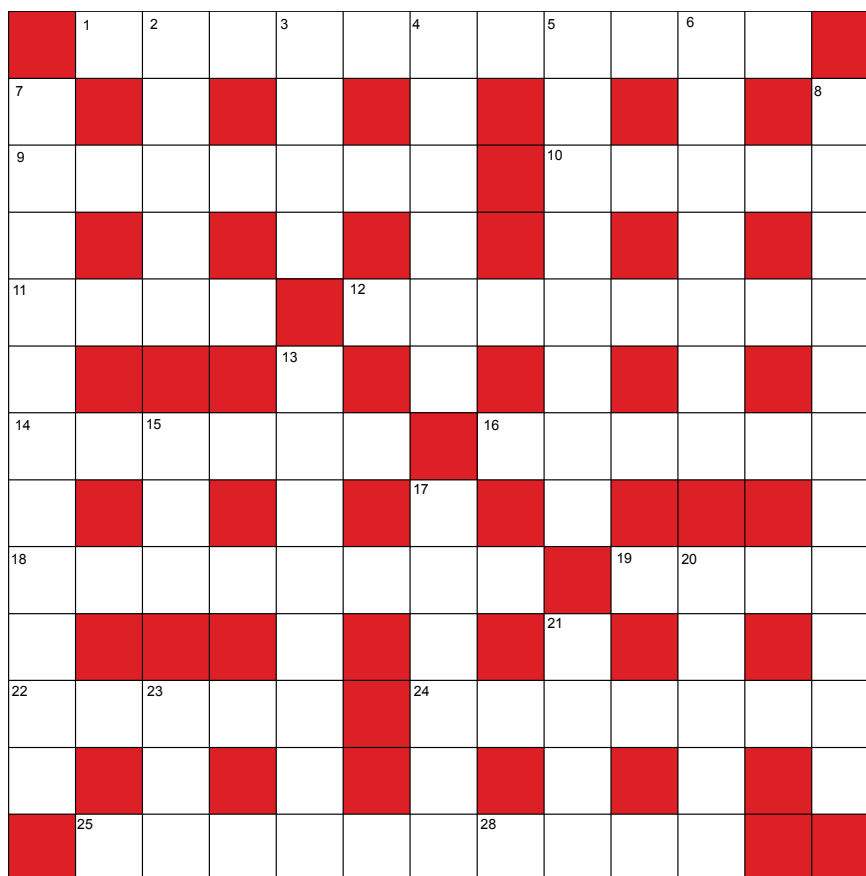
Sudoku A

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

Sudoku B

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

Richard Crypt's challenging crossword



Across:

- 1 Changed destination, or perusal with clothes on (11)
- 9 Not standing, Barb around it (7)
- 10 Mr Prebble to be precise (5)
- 11 They did cry for Miss Frame (4)
- 12 Royalty of aquatic creatures (8)
- 14 Unhappy returned around the lot in Texas (6)
- 16 Fashionable bird aide (6)
- 18 Pub, have love for money for those who were not guilty (8)
- 19 Back-sell. Tiger's passion (4)
- 22 Two males and definitely one male (2,3)
- 24 Smelly around drunken sot gives a sharp response (7)
- 25 Were George, Jack, Harry and Ronald? Yes (10)

Down

- 2 Former climber and biblical climber praise. (5)
- 3 Spirit straight after I in a row (4)
- 4 Get back about profit (6)
- 5 Sporting insults can be a sliding experience (8)
- 6 Formerly a pit. Scrutinise (7)
- 7 In which D'Artagnan was rarely foiled (1,10)
- 8 A sign of a nomad and plantar distress (7,4)
- 13 ACC amongst grapes could prevent disease (7)
- 15 He supplies 50% of talent (3)
- 17 In which she can sing, ride and dance (6)
- 20 Love a sibling and a refuge (5)
- 21 Stretch and sleeps up (4)
- 23 Old space station. Edge up (3)

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

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Microwave Salt Dough Ornaments *by Teri Hanson*

Here's a new twist on an old favourite - microwave salt dough ornaments. Just follow the simple recipe, cut out your favourite cookie cutter shapes, and microwave a plate of ornaments at a time.

If you are looking for some fun and inexpensive crafts to do, making ornaments with salt dough is a good choice. Basically, with salt, flour, water and some decorations you can make beautiful ornaments to give as gifts to family and friends. On a rainy or cold day, you will probably have these items around the house. This is an excellent craft for kids.

Salt Dough Ornament Recipe

Ingredients:

- 4 cups of flour
- 1 cup of salt
- 1-1/2 cups of hot water
- holiday cookie cutters
- decorations - glitter, paint, beads, etc.

Directions:

1. Half of the dough recipe featured above is enough to make all the ornaments shown above, plus some extras. You will also need paint in red, green, white, and gold, plus green glitter paint, and trims such as iridescent stars, pom poms, mini candy cane erasers, and glitter chenille stems.

2. Use Christmas cookie cutters to cut a variety of snowmen, Christmas trees and stars. Use a toothpick to make a hole for hanging, being sure to make the hole a little larger than you will want as they tend to close when baking.

3. Using a microwave-safe plate (not paper or cardboard), microwave a plate of your ornaments for 1 to 4 minutes, increasing the time by 1 minute increments and keeping a close eye on the microwave as the ornaments bake. Microwave power levels differ greatly, so use high power in a less-powerful oven, but lower it if your oven tends to heat things very quickly. You don't want to risk a fire! Let the ornaments cool completely before decorating.

4. Snowmen: Base coat white. Paint hats black. Use paint or markers for eyes, nose, mouth and buttons. You can also use paint to add a scarf, unless you are using chenille stems. Take one chenille stem and, leaving enough stem to form an arm on the left, wrap the stem around the neck, and

form another arm on the right. Cut off excess stem and bend each end in a 1/4" to form hands. Add mini candy cane erasers if desired.

5. Stars: Base coat white or gold. Add green glitter paint, or outline with gold paint or glitter paint, if desired. Glue an iridescent star in the middle of each ornament. Take a chenille stem and, leaving a little extra at the top to form half a loop, bend the stem around each star point, pushing in with your fingers until the stem will retain the star shape. You will find the stem ends at the top with some extra left over. Bend both of these end lengths together to form a hanging loop.

6. Christmas Trees: Base coat green, then re-paint with green glitter paint. Add gold and white accents in a "garland" effect, then use red to add red "balls" to the tree. Glue sparkly pom poms or two iridescent stars glue together on top of the tree if desired.

Variations: These are just some of the possibilities for decorating your microwaved salt dough ornaments. This is also a good kid's craft or group project - just microwave several batches of ornaments and provide a variety of paints, markers and embellishments to let everyone exercise creativity. Properly dried the ornaments should last for years.



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

	1	2		3	4		5		6		
	R	E	A	D	D	R	E	S	S	E	D
7	A		X		J		E		L		X
9	S	I	T	T	I	N	G		E	X	A
	W		O		N		R		D		M
11	O	W	L	S		K	I	N	G	F	I
	R				13	V		N		I	
14	D	A	15	L	L	A	S		16	I	N
	F		E		C		17	I		G	
18	I	N	N	O	C	E	N	T		19	G
	G				I		G		21	S	
22	H	E	23	M	A	N		24	R	I	P
	T		I		E		I		A		I
	25	P	R	E	S	I	D	28	E	N	T

Sudoku A

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

Sudoku B

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

Fred's Educational Word Puzzles

Answers: Puzzle #10

over achieving student

long term goals

staffing surplus

exchange student

Roger's Rant

I am in big trouble!

No, I didn't break a mirror, step on a crack or show my middle finger to a passing biker. The egregious blunder I committed was to ignore a chain email message.

Now, I think that the internet is the 11th wonder of the world but even wonders can have their off days.

You will no doubt have had access to an on-line computer (unless you are a Luddite or have spent the last two decades contemplating your navel in some Himalayan cave) and will have received one of those unsolicited emails with a multi-megabyte attachment, which eats up the generous allocation from your friendly internet provider. You know the sort. Probably has soft music, a la Mantovani or Enya and depicts beatific angels or kittens or photo-shopped images of unicorns lovingly ridden by svelte but hirsute Ms Godivas. These tantalizing images are accompanied by schmaltzy poetry, or text extolling the advantages of old age, or smelling the roses, or being good Samaritans to orphaned wombats.

If you have the time or patience to read to the end, these messages have a little barb in the tail. They go something like:

This message must be forwarded to retain its potency. If you send it to five people in the next ten minutes, you will receive some good news today. If you send it to twenty, you will win Lotto and if you can forward it to thirty of your deserving friends, then Elvis will be resurrected.

So far, so bad.

The real sting then follows. People who ignore this imperative and consign the message to the virtual round filing cabinet, will apparently suffer huge misfortune. Examples then follow, such as:

In 2003, Irish twins Anne and Cath O'Drury had the temerity not to forward this email. Within two months, both had lost their jobs as physicists. Anne is now rear gunner on a Mr. Whippy van in Baghdad and Cath is a meter reader in an Amish settlement in Pennsylvania.

Another variation on the theme is the email where you are informed that for every email forwarded, then Bill Gates will donate 10 cents to a deserving charity, such as the Albert Schweitzer Foundation for fallen women. Now I know that old Bill is a generous bloke but if anyone bothered to do the maths associated with each person sending an email to forty people, who then do the same, and so on, then he would be reduced to a teacher's salary *toute de suite*.

I am not concerned with those emails from the scammers. Anyone who falls for the promise of untold wealth from some Nigerian benefactor probably deserves it, although there are some very vulnerable people out there. Anyway the pond crawlers who send those emails are under increasing attack from the scam-baiters. Check them out. Some of their counter attacks are hilarious, not to mention diabolical and obscene.

Now, don't get me wrong. A chain email, with a worthy message, is a powerful tool to reach lots of people very quickly. Recently I received one about the holocaust, which delivered a poignant message to those people who may be unaware of that indescribably awful event- as a counter to the malignant revisionists who deny it ever happened. It's just that I could well do without the other sort.

So, here I am. I have deleted another chain email. I await in trepidation for the IRD to call, a plague of locusts, or, horror of horrors, I will lose the ability to use apostrophes correctly.

Roger

Now online!

DO YOU NEED HELP GETTING RESOURCES?

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EDUCATION RESOURCE CENTRES

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



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TAURANGA
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TAURANGA
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GISBORNE
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MySpace Schools Hotline: +1 888 309 1312



New Zealand School Guide

Autumn 2009



myspace.com/safetynz

24 Hour email address: schoolcare@myspace.com

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MySpace Safety – New Zealand School Guide

A. INTRODUCTION

MySpace is committed to a high level of cooperation with New Zealand's educational administrators and institutions, with the ultimate goal of providing a safer and more secure environment for all users of the MySpace website. Pursuant to this goal, we have designed this New Zealand Schools Guide. The purpose of this Guide is to provide our partners in the educational community with information on how to address MySpace-related issues that may arise as a result of students using MySpace, and how to contact MySpace with questions or concerns. We are aware that most schools block access to the MySpace website from school computers; we are not attempting to alter this practice, instead, we want to provide as much information as possible so that educators have information about our services.

As you are aware, students are large consumers of the Internet. Based on this, we believe this Guide is a necessary and valuable tool for educators. In an effort to further our common goal of Internet safety this guide provides information on the development of social networking and how MySpace encourages safe and responsible use.

MySpace reserves the right to make any changes to policies and procedures described in this Guide as may be necessary from time to time.

B. ABOUT MYSPACE

MySpace, a unit of Fox Interactive Media Inc., is one of the world's leading social networking website for connecting with friends, discovering popular culture and making a positive impact on the world. MySpace has created a connected global community by integrating web profiles, blogs, instant messaging, private messaging, music streaming, videos, photo galleries, classified listings, events, groups, educational communities and member forums.

With around 125 million monthly active users around the globe, MySpace is one of the most widely-used and highly regarded sites of its kind, particularly amongst young people. MySpace is committed to providing the highest quality member experience and will continue to innovate with new features that allow its members to express their creativity and share their lives, both online and off.

MySpace allows users to set up their own profile pages, which can include lists of their favourite musicians, books and movies, photos of themselves and others and links to pages within and outside the MySpace environment. There are many third party features, such as applications and polls which are commonly seen on many of the younger users' profiles, "hot-linked" images (images that originate on other websites) and other content, which can be used in conjunction with a MySpace profile but which are not administered or hosted by MySpace.

To ensure that content is appropriate, MySpace posts a Privacy Policy and Terms of Use Agreement which is accessible from every page on its site. Taken together, these policies establish rules concerning the type of material and activities we permit on our website. For example, these policies prohibit hate speech, nudity, pornography and violence. MySpace also has a team of employees assigned to enforce these policies and address user inquiries.

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C. PROTECTING TEENS ONLINE

MySpace allows individuals who are 13 years of age and older to register for the site. MySpace is committed to protecting our younger users from unwanted contact as well as shielding them from mature content intended for adults.

- New profiles for users under 18 are automatically defaulted to private.
- No user can browse for users under 16.
- Adults can never add under 16's as a friend unless they know the under 16's last name or email address.
- All users under the age of 18 are required to read through our safety tips before signing up for our site.
- Users under 18 receive security warnings before posting content.
- Users under 18 are defaulted in a way that requires them to pre-approve any comments made on their page.
- Users under 18 can block all users over 18 from contacting them or viewing their profile.
- Users under 18 cannot access age inappropriate areas such as romance and relationship chat forums and groups, mature groups and certain classified categories including dating and casting calls.
- Users under 18 cannot browse against age-inappropriate personal details of another user such as relationship status, whether the user is a smoker or a drinker or the income of user.
- Users under 16 are only viewable by other users under 18.
- Users under 16 are tagged to be un-searchable by age on search engines.
- Users under 16 can only receive group invites from individuals in their friend network.
- All images and videos uploaded to the site are reviewed for compliance with our Terms of Use Agreement.

MySpace works to develop new safety features to safeguard our underage users. We enlist the help of the community and organisations such as the New Zealand Police, NZ NetSafe and more to achieve these goals.

For more information about our international partnered organisations, click on our "Safely Tips" link, located at the bottom of every page or by visiting myspace.com/safetynz.

D. NAVIGATING MYSPACE

MYSPACE.COM: HOME PAGE

The home page (myspace.com) and various parts of the site such as MySpace Video and MySpace Music are searchable by visitors to MySpace. Towards the top of the home page various functions such as Browse and Search (under the 'Find People' tab) are shown. Additionally, a link to the MySpace Safety site (myspace.com/safetynz) is located at the bottom of the MySpace home page labelled 'Safety Tips'. The home page is also where new users sign-up to join MySpace, and current users can login to their MySpace page.

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Located at the bottom of the home page are links to the terms of service, privacy policy, a link to contact MySpace, safety tips and links to international MySpace. These links are also located at the bottom of every page on MySpace.

[About](#) | [FAQ](#) | [Terms](#) | [Privacy Policy](#) | [Safety Tips](#) | [Contact MySpace](#) | [Advertise](#) | [MySpace International](#) | [Videos](#) | [Celebrities](#) | [Find People](#) | [Music](#) | [Blog](#) | [Sitemap](#)

BROWSE

The browse feature allows MySpace users to browse for other users with specific interests. Please note that the browse function has been designed to limit the ability to search for younger users of MySpace. For example, no user can browse for any user under 16 and all over 18s can't browse for users under 18. Additionally, users under 18 cannot browse for age inappropriate categories such as relationship status, smoker, drinker or income.



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SEARCH

Clicking the “Find People” tab at the top of the MySpace home page will lead users to the MySpace search page. The search feature allows MySpace users to find someone they know by entering their first and last name, the display name that a user has chosen or email address. Please note that searching by first and last name or display name may return multiple results. Users can also conduct searches to find classmates by entering a school name. Similarly, a user can enter search terms to find other users that share similar interests.

PROFILES

Each MySpace user has a profile page that a user can customise. The typical MySpace profile looks like this:

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Every user has the ability to limit who can view their full profile by adjusting their privacy settings. New users under 18 are automatically defaulted to a private profile. In order to view a private profile, the profile owner must have added you as a friend. For all other users, a private profile will look like this:



For information on how to create a MySpace profile, please refer to Section J of this guide.

E. HOW TO CONTACT MYSPACE.COM

MySpace is committed to working with the educational community to address any concerns that educators may have regarding the site as soon as these matters are brought to our attention. MySpace has created a hotline and e-mail address for the exclusive use of school administrators and employees. This hotline was established specifically for educators who may have issues with the following:

- False/Offensive Profiles
- Underage Users
- Threats
- Cyberbullying
- Concerned Parents

To report any of the above issues, school administrators and employees can email schoolcare@myspace.com from a school email address, or call:

+1 888 309 1312

to reach a team dedicated to addressing educator questions.

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HOW TO REMOVE A FALSE AND/OR OFFENSIVE PROFILE

If you, or a member of your faculty or school administrative staff, discover that a false or offensive MySpace account has been created with your likeness and/or identity, we will remove the profile in question.

Please send an email to schoolcare@myspace.com from a school email address and include the following:

- The web address of the false and/or offensive profile, which you can copy and paste into the body of your email from the web browser (explanation below of how to locate the unique web address for a user);
- A brief explanation providing sufficient information to demonstrate that the profile is false or offensive;
- Your name and title;
- The name, address and telephone number of the school where you are employed.

You can locate the web address in the address bar on your web browser when you view the profile. It should look similar to:

<http://profile.myspace.com/index.cfm?fuseaction=user.viewprofile&friendid=6221> or:

myspace.com/tom

For more details on what information can be obtained from a MySpace profile, please see section H.

UNDERAGE USERS

MySpace recognises that some individuals under the age of 13 may try to register for the site by providing a false date of birth. Accordingly, MySpace works proactively to identify and remove underage users from its site. We regularly scan the network using a search algorithm designed to identify potential underage user profiles. MySpace staff flag all profiles of potential underage users that these scans uncover, carefully review flagged profiles to ascertain user ages, and delete those profiles that it determines have been created by underage users.

Additionally, MySpace employs technological measures to prevent an underage user denied registration for failing to meet the age requirement from immediately changing the age information to register.

- Educators can help MySpace enforce its age restrictions. If you have students who are under the age of 13 and have MySpace accounts, please email the web addresses of their profiles to schoolcare@myspace.com so that we may review their account to remove them from MySpace. Please send the email from a school email account. Please include the following in the email:
- The web address of the student's profile (see Section A above on how to obtain the web address);
- Your relationship to the student;
- The actual age of the student and how you are aware of it; and
- Your name and title, and name, address and telephone number of the school where you are employed and the student attends.

THREATS

MySpace takes threats of violence seriously and will work with school administrators and law enforcement expeditiously to assist in resolving any such situation. If you learn about any threat of violence posted on MySpace, please gather as much information as possible on the threat and contact your local police immediately and call MySpace at +1 888 309 1312.

The information you gather should include as many of the following items as possible:



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- The method of transmission (such as a bulletin, blog or private message);
- A copy of the web page that shows where the threat is posted; and
- The web address of the threat (see above on locating a web address).

You may also copy, paste and send links to where the threats are posted in an email to schoolcare@myspace.com. Please be sure to include your name and title, and the name and address of the school where you are employed.

CYBERBULLYING

If there is an emergency situation involving cyberbullying and you feel the safety of a student is in danger, please contact your local law enforcement agency immediately and call MySpace at +1 888 309 1312.

Cyberbullying, usually defined as sending or posting “cruel, vicious, and sometimes threatening messages” on the Internet, is an issue that MySpace takes seriously. MySpace’s Terms of Use specifically prohibit cyberbullying and other similar conduct, and MySpace attempts to respond quickly and decisively to any instances of such conduct that it discovers.

It is usually best for those students who are the subjects of cyberbullying to contact MySpace themselves in case more information is needed from them, such as copies of the messages sent by the cyberbully, as well as links to the profile in question. Students who are victims of cyberbullying should not delete any messages sent to them. If a student is the victim of cyberbullying on MySpace, please instruct him or her to do the following:

- Click “Report Abuse”, located on the bottom of any MySpace page that contains user-generated content;
- Select “Cyberbullying” in the dropdown menu;
- Add further relevant material in the ‘Additional Information’ field;
- Complete the security code ‘Captcha’;
- Click the ‘Submit’ button; and
- Follow any and all subsequent directions.

Alternately, the student can also select the “Report Abuse” option contained within the offending email or select the “Report Abuse” button located on each user profile. To report cyberbullying directly from an email, the student should:

- Log into their MySpace account;
- Select the “Mail” option in the navigation bar;
- Open the email that contains the offensive content;
- Select the “Report Abuse” option located in the date line;
- Select the “Cyberbullying” option;
- Follow any and all subsequent directions.

To report the profile responsible for cyberbullying, the student should:

- View the profile that sent the offending content;
- Select “Report Abuse” from the options at the bottom of the page;
- Select the “Cyberbullying” option;
- Follow any and all subsequent direction.

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Because students often approach school faculty and staff for help in such matters, school administrators and educators may also report cyberbullying to schoolcare@myspace.com, using a school email address. Keep in mind that it will be helpful to our staff in rectifying the problem if you have the following information when contacting us:

- The MySpace web address of the subject of the cyberbullying;
- The MySpace web address of the alleged cyberbully;
- Copies of messages and/or other forms of communication sent by the cyberbully to the subject;
- Your relationship to the students involved;
- Your name and title, and name, address and telephone number of the school where you are employed and the student(s) attend(s).

Most of the above is information you will need to get from the student who approaches you. Without it, MySpace will have some difficulty addressing the complaint.

Upon receiving a report, MySpace investigates and takes appropriate action. MySpace considers cyberbullying a serious breach of our Terms of Service and, as a result, has created a specialised team to respond to cyberbullying complaints. Appropriate remedial action taken by MySpace in response to cyberbullying includes, but is not limited to, recommending that the user blocks the cyberbully from contacting them, and removing the account of the cyberbully. Where appropriate, MySpace will contact law enforcement to report criminal activity.

MySpace also encourages you to work with the students involved in order to resolve the issue. MySpace has several mechanisms with which to respond to cyberbullying, however we cannot meet with the students in question to discuss the situation, nor can we impress upon them the negative impacts of cyberbullying. As a teacher who knows the students in question and can actually meet with them if necessary, your assistance in matters of cyberbullying can more fully compliment our anti-cyberbullying measures leading to a better resolution of the situation.

CONCERNED PARENTS

As educators, you may be contacted by parents regarding MySpace. Please direct concerned parents to myspace.com/safetynz and advise them to click on the “Parents” tab for safety information. Within this area, we have a specific section providing information for parents on how to contact MySpace via email and phone to discuss specific issues they may have with their teen’s profile. MySpace has published a guide for parents which is available for download. Additionally, MySpace has partnered with IKeepSafe.org to produce a series of video tutorials which are available for viewing both on myspace.com/safetynz and at ikeepSAFE.org.

myspace.com/safetynz also provides parents with step-by-step instructions detailing how to remove their teen’s profile from MySpace, and links to free software that enable parents to monitor or block their teen’s use of the Internet, including blocking MySpace.

Additional efforts to encourage parents to talk to their teens include the development and release of ParentCare software, a free, simple software tool provided by MySpace to help parents identify whether their teen has a MySpace profile, and the registered age of the profile. Parents can learn more about ParentCare and download the software at ikeepSAFE.org.

Parents may also contact us at parentcare@myspace.com with matters of concern, and we will address these issues to the best of our ability.

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F. SCHOOL FORUMS AND FORUM MODERATORS

MySpace has created school forums for the majority of the high schools and tertiary institutions in New Zealand. The high school forums are divided into two different forums, one for current students and another for alumni. Alumni cannot view the current student forum, and vice versa. In this manner, older alumni are separated from younger, current students. Users over 18 are limited in the ability to search in school section and can only search for high school students graduating in the current or upcoming year.

Each school forum has a bulletin board. There is one bulletin board for current students and a separate bulletin board for alumni. These bulletin boards allow each group to post electronic messages that only their respective group can see. Alumni cannot post on, or view, the Current Student bulletin board, and vice versa.

Current students in high school also have the option of posting classified items for sale or that are “wanted,” such as music to exchange, information about events, tutors, or other information of interest to fellow students. High school alumni, current tertiary students and tertiary alumni have the ability to post, or search through classifieds, for flatmates, apartments or textbooks in their respective areas.

Students who post information on their school’s forum can request to be the moderator for those forums. A MySpace employee looks at each student’s request to become a forum moderator and MySpace profile, and selects one user to be the moderator for the current students, and one user to be the moderator for the alumni, for each school.

A moderator’s control is limited to only their school forum, and includes the ability to delete posts and ban other users from posting any further messages within that forum. All moderators are provided direct contact to MySpace staff, and can contact MySpace if they see profiles that need to be deleted, or have any issues that they feel need to be raised with MySpace.

Students in the forum who are not forum moderators can also contact MySpace with concerns. They have the ability to report their forum moderator for improper conduct or other reasons, and they can also alert MySpace to an issue or problem regarding the forum in general. There is a “Report Your Moderator” link under the forum moderator’s image in the school forum. Users can report their forum moderator to MySpace by clicking on the link and following directions.

Additionally, like all profiles on MySpace, school forums are reviewed by the MySpace staff when complaints are received.

To search for your school, please note that MySpace’s school search section can be found here:

<http://collect.myspace.com/index.cfm?fuseaction=schools.main>

To join a high school forum, the user must:

- Log into their MySpace account;
- Select the “Edit Profile” option located on their home page;
- Select “Schools” from the list of options;
- Select information about the school they would like to add;
- Select “Student Status.” The available options are “Current Student” or “Alumni;”
- If a user selects “Current Student,” they will be notified that admission to the school forum will not be accepted until two other existing forum users of their choice have verified their request;

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- After submitting this information, the user will be led to the “Vouch for Me” screen;
- Select up to 15 forum members to receive a request to verify;
- Select “Send.”

MySpace will then send each of the selected forum members a request to verify the user. A user will not be allowed access to the forum until two current forum members have verified the request. If a user's request is denied by five of the forum members the user selected that student may be denied membership to the current student forum.

A typical school forum looks like this:



G. POLICE EDUCATION OFFICERS

Police Education Officers, or law enforcement officers that work with schools, can obtain a copy of the MySpace Law Enforcement Guide by sending a request to nzlawenforcement@myspace-inc.com. Please have them send the email from a work email address so we can email the Guide to that address. The Law Enforcement Guide helps Police Education Officers obtain information from MySpace using valid legal processes, and to work with MySpace on security and safety issues.

H. WHAT INFORMATION CAN BE OBTAINED FROM MYSPACE?

PUBLIC INFORMATION

MySpace users may choose whether to make their profile information publicly viewable and available, or keep it private and limited to the friends of their choosing. Users under 18 are automatically assigned a private profile, which means that only individuals who know their last name or email address can contact them or view their profile. For public profiles, the publicly available information can include journal entries (unless the profile owner has elected to make the specific entry “private”), images, user comments, friend lists and public profile information such as display name, headline, music, movies, books and all other public sections on a MySpace profile.

If you are investigating a report of cyberbullying at your school and the profiles at issue are set to public, please make sure to make electronic copies of relevant information as users can change much of this information at any time. To do this, you should save the web page(s) and files on your computer. While viewing the profile in question, click your browser’s “File” menu tab (in the upper left-hand corner), then drop down to and click “Save As”. Make sure you do the same for all journal entries and the image gallery.

PRIVATE INFORMATION

MySpace is prohibited by law in the United States (where MySpace information is stored) from disclosing private information about its users, without valid legal authority. Nevertheless, MySpace works closely with law enforcement to produce information to law enforcement when required in connection with an investigation into a serious offence or in emergency situations. Accordingly, if you believe MySpace possesses information related to the commission of a serious crime or if you believe there is an emergency of serious bodily injury or death, we ask that you contact your local police regarding the matter and have them contact MySpace.

I. GENERAL INTERNET SAFETY TIPS

Here are some common sense guidelines that you should urge students to follow when using MySpace and the Internet in general:

- Don't forget that your profile and MySpace forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts). Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new MySpace friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behaviour is inappropriate, react. Talk with a trusted adult, or report it to MySpace or the authorities.
- Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- Don't mislead people into thinking that you're older or younger. If you lie about your age and MySpace becomes aware of this, MySpace will delete your profile.

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J. CREATING A MYSPACE ACCOUNT

Creating a MySpace account and profile is fast and easy. Here's how:

This is the MySpace home page, where new users can sign-up to join MySpace, and current users can login to their MySpace pages:



1. On the MySpace homepage there will be a "Member Login" box (sample below) click the light blue sign up tab:

A close-up of the MySpace login and sign-up box. It has a dark blue background. At the top, there are two tabs: 'Log In' (dark blue) and 'Sign Up!' (light blue). Below the tabs, there are two white input fields: 'Email:' and 'Password:'. Below the 'Password:' field, there is a checkbox labeled 'Remember Me' and a yellow 'Log In' button. At the bottom, there is a link that says 'Forgot your password?'.

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2. Clicking the sign up tab will bring you to this screen. You will need to fill out all requested information:



You must be at least 13 years old to register for a MySpace account. The registration page requires prospective members to enter their exact birth date, and individuals who enter a date that does not meet the requisite age (13 or older) are not permitted to register.

3. You will then be asked to verify your account by typing the letters and or numbers you see on the following screen. It will look like this



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4. After you select “Sign Up,” you will receive the following safety tips screen if you are under 18:



MySpace Alert

Please read these safety tips before posting any photos or personal info.

MySpace is a public space. Don't post anything you wouldn't want the world to know (e.g. your phone number, address, instant messenger screen name, or specific whereabouts). Don't post any nudity, violent, or offensive material, or copyrighted images. If you violate these terms, your account will be deleted. [[photo policy](#)]

People aren't always say who they are. Exercise caution when communicating with strangers and avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.

Harassment, hate speech, and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to MySpace or the authorities.

☐ I have read the safety tips. I know that complete safety tips can be found at the bottom of every MySpace page.

[Continue to site](#)

After confirming that the tips have been read, you will be directed to add pictures to your profile. If you are over 18, you will proceed directly to the “Upload Photo” screen without first seeing the Safety Tips.

For all users, it is important to note that MySpace is a public place and you should be careful about what you post online.



Welcome Teacher!

Your MySpace account has been created.
Here are some quick steps to get you started on MySpace.

1. Upload Photo 2. Invite Friends

Upload your photo to let friends or other members see who you are.
Note: You can update this photo anytime.

1. Click "Browse" to find a photo on your computer.

Upload Photo

[Browse](#) [Upload](#)

[View MySpace Photo Policy](#)

→ Photos should be in these formats: GIF or JPG [[help](#)]
→ Photos files may be a max of 5MB [[help](#)]
→ Photos may not contain nudity, violate these terms, your account will be deleted.

[Skip this step >](#)

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To add pictures click the "Browse" button and locate the pictures saved on your computer. You can choose to skip this step by clicking on "Skip this step" at the bottom of the screen.

5. Now you can choose to email your friends, tell them you joined MySpace and invite them to be your friend.

The screenshot shows the '2. Invite Friends' step of the MySpace setup process. It includes a text box for an invitation message, a 'Subject' field with the text 'Teacher invites you to MySpace', and a 'From' field with the email 'teacherdemo1@earthlink.net'. Below these are several empty 'To' email address fields. A 'Send Invitation' button is at the bottom. A link 'Start using MySpace >' is visible at the bottom right of the interface.

6. You will now see your MySpace page. There are numerous prompts in red on the page. For example, you must verify your email address and you must select your MySpace URL. URL stands for Uniform Resource Locator. Your MySpace URL appears in the address bar of your web browser and will look similar to myspace.com/tom. The part of the URL you will be selecting follows the '/', so myspace.com/YOUR URL.

The screenshot shows a MySpace user profile for 'Hello, Teacher!'. The profile includes a 'Pick your MySpace URL!' prompt and an '[Edit Profile]' link. A red warning box is overlaid on the right side of the page, stating: 'You are currently blocked from adding friends or sending messages, comments or bulletins. Why? You have not confirmed your email address. Please click on the confirmation link in the email we sent to: youremail@email.com'. Below the warning box are links for 'Wrong email address? Edit' and 'Can't find the email? Resend'. The profile sidebar on the left shows 'Profile Views: 0', 'Last Login: 10/24/08', and links for 'Photos: Edit | Upload', 'Videos: Edit | Upload', 'Manage Calendar', and 'Manage Blog'. At the bottom, there is an 'Updates' section with a 'New Messages!' notification.

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When you click the “Verify your email address” link the following screen will appear:

Verify your email address.

Why verify? Email verification helps MySpace.com provide a fun and safe experience for everyone. Until you verify your email address, some of MySpace.com will be limited.

Check your welcome email for the verification link. If you didn't receive this message or accidentally deleted it, request another verification email.

If you have problems receiving email from MySpace.com at your current email address or accidentally provided the wrong email address, change below. A verification email will be sent to your new address automatically.

Your current email address is: teacherdemo1@earthlink.net

You will receive an email at your current email address that will contain the verification link.

If you are having trouble receiving emails at your current, please contact Customer Service.

[Return to Home.](#)

Please be sure to check your email inbox for the verification email from MySpace and please be sure to verify your email address via the link provided. If you do not verify your email address, your actions on MySpace will be limited. A valid email address helps us protect you better and provide another important tool to law enforcement.

When you click to choose your URL, the following screen will appear:

Your Display Name is: Teacher

You can change your Display Name as often as you want, just like you always have.

But now we have a new MYSACE NAME/URL feature. Each user can pick a unique MySpace Name. It will become your own custom URL. **THIS DOES NOT AFFECT YOUR DISPLAY NAME.** You'll still be able to change the name that appears on your MySpace profile whenever you want. But you won't be able to change your MYSACE NAME/URL once you pick it, so be careful!

NOTE: You cannot change your MySpace Name once you pick it, so make sure you pick something you're willing to live with!

After you enter your MySpace Name, we'll tell you about the Real Name feature.

Pick your MySpace Name/URL:

Confirm your MySpace Name/URL:

Example

I chose:
www.myspace.com/tom

My MySpace Name is "Tom" and my MySpace URL reflects that.

Read the instructions and choose your URL carefully, as you can never change it. Please do not use any copyrighted materials, like "Harry Potter", or the names of famous people or bands, like "Bill Clinton" or the "Beatles", in your URL as we will be forced to delete your account. Now you can make changes to your profile by accessing different parts of this box, which is located on the top left of your profile screen:

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At the top of your screen, you will see a number of tabs which allow you to quickly access the features of your MySpace profile. Selecting the Mail tab, for instance, will allow you to see your MySpace mail options.



From your homepage you can also view your friend's bulletins. Bulletins are a quick way to post a message that all of your friends can read. Your bulletin area looks like this:



Another fun way friends can keep in touch is to update their MySpace Status. In your Status and Mood area you can both update your status and mood as well as view your friends' updates:

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Your homepage also offers you the option to view your Friend Updates. If you subscribe to your friends' updates, and their privacy settings allow it, you can be notified when they update their profile:



Now you are ready to get started and use MySpace. Please note that your students may have special safety settings on their accounts that you do not automatically have on yours. For example, users under 18 are automatically assigned a private profile, which means that only people they have accepted as friends will be allowed to view their full profile.

K. CONCLUSION

Internet safety is an important topic in our advancing technological world, particularly when it involves children. We at MySpace are always available to assist educators and administrators in furthering this important goal. We hope this guide has provided insight into the functioning of MySpace, and illuminated the many ways in which the educational community can contact us with any questions or concerns that arise.