



# *Good* Teacher Magazine

Term Four 2007

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*Mystery Schools*

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Teacher's Ideas*

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Good Teacher Magazine covers tend to have the theme of 'reflection', whether that is visual or mental is for the viewer to decide. The Term Four cover has to personify one of the lovely aspects of spring/summer

Spring has surely sprung and we are all now looking forward to Summer and the break over Christmas ... with just exams, assessments and end of year functions to soldier through first!

Of course each day will be perfect and the weather will always be balmy.

This special Christmas issue of Good Teacher Magazine is packed with interesting articles, great ideas and competitions to keep both you and your class involved for a while.

The interview with Penelope Todd and the competition are a first for us and we are really looking forward to seeing the entries. Longacre Press kindly offered to provide three sets of the trilogy as prizes for this competition. So we kept it simple... teenagers need to write a 150 word snapshot of their favourite place, simple really.

Gwen visits the curriculum which everyone is waiting to arrive, John looks at student behaviour, and Lyn looks at change and Education for Sustainability. Jack's thought provoking story is a precursor for Janet Bourne's paper *Twice Exceptional: Teaching Gifted Students with Learning Disabilities in the Regular Classroom*, which we will feature in our term one 2008 edition.

One of our new features is following the journey in the creation of a new school. we will be following Te Totara School's process from the paddock through to the opening - something which many teachers have never experienced.

Our other regular writers have returned to entertain and inform, from Karen Bennett, Lucy Literacy and Andi Adder to the Travelling Teacher who's following grows with each issue! Pauline McLeod reports on whole school involvement in learning activities and Mary Loveless gives brilliant science ideas which can be developed from a simple (and popular) story book. The lovely Richard Crypt was true to his word and has produced two crosswords to occupy you through the term and into the summer break.

We have to give a huge thank-you to the small schools who shared their classrooms and in the case of Maungatautari their Ag-Day preparations. If your school has something like this to share please contact us or send the information on a disk - or email. We really appreciate it and enjoy sharing your endeavours and successes with schools throughout the country.

Finally we would like to wish you all, early Christmas wishes and hope you enjoy the christmas story on the back cover which is reprinted through popular request.

Enjoy ..... **George Hudson and the GTM Team**

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# *The Watermark Trilogy*



*Penelope Todd is the author of  
the Watermark trilogy –*

*“Watermark”, “Dark” and the  
recently published “Zillah”.*

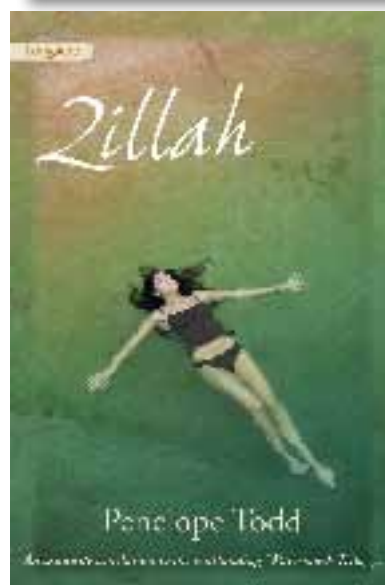
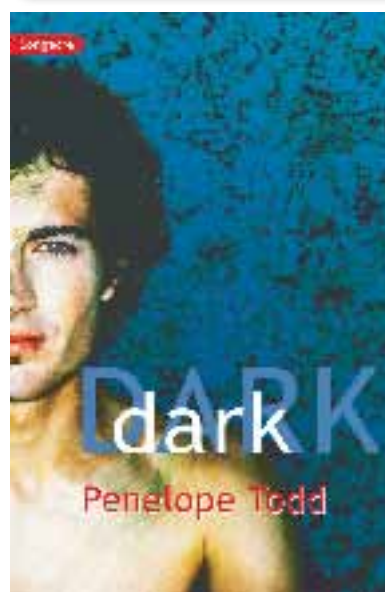
*Good Teacher Magazine’s  
Catherine George spoke to her  
at her home in Dunedin.*



First, a bit about the three novels that form the Watermark trilogy. The first, "Watermark", was intended as a stand-alone novel, as Penelope didn't have a trilogy in mind when she wrote the story. Zillah, an 18 year old city girl, accept an anonymous challenge to spend the holidays in the back blocks of the West Coast, invited by the mysterious Joss and Hep. "Watermark" had me hooked from the first moment you realise that Zillah really is going to head off into the bush, her independence, spirit and curiosity taking over from any ideas of being well behaved and doing what is expected.

"Dark", the second novel, is just that, a bleaker novel where the character Joss goes into the darkness of his own head, with Zillah as observer. This challenging story deals with mental illness and its effects on friends and family in a sensitive and authentic way. The pace of the story draws the reader into the highs and lows being experienced by the characters, through to a satisfying conclusion.

"Zillah", the final novel of the trilogy sees Zillah back in the bush, growing up, escaping from and dealing with life's challenges. Penelope has said about the book "Just as "Dark" did, "Zillah" took me by surprise...obviously Zillah still had some growing up to do and someone had to write that into being."



When we spoke, Penelope was preparing to leave Dunedin to attend a three month residency awarded by Creative New Zealand to participate in the International Writing Program at the University of Iowa.

"I'm really looking forward to such a rich opportunity to live and breathe writing" she said. "Meeting and working with 25 to 30 other international writers, and to have time to focus on the creative process."

Penelope isn't sure what she'll be working on there. Her next book, an adult novel, was nearly finished when we spoke, but Penelope said that while she has another adult novel coming, she just likes the idea of using the time to observe and record.

Her first published novel, "Three's a Crowd", was released in 1999 and shortlisted for the NZ Post Book awards. "Three's a Crowd" was the second novel she had written. Yes, she has the ubiquitous 'novel in the drawer'. "It was a bit quirky, but I still like it. Maybe I will rework it and publish it one day!"

In 2005, at an artists' and writers' residence near Barcelona, Penelope began a memoir, due for release in 2008. "Digging for Spain" details the changes she went through at the transition in her life from being a nurse to a writer, challenging her perceptions of the world. The writing weaves work from the month at the residence with previous writing. Penelope told me that it was the first time she had been away from her children for any length of time, and that this definitely influenced her writing.

So has her writing for young adults also been influenced by her children – their age group or interests?

"I can't deny that it has, covertly, not really consciously. As far as you're identified with your own children and their stage in life. I think more my writing comes from issues I feel I insufficiently dealt with as a young person myself. Getting things right through Zillah that I didn't get right for myself, looking at identity and relationships."

I wondered about what feedback she gets from young people who have read her books, particularly the Watermark trilogy. Interestingly, she gets very little feedback from the readers themselves.

"Perhaps it's just such a time of life of being insular with your thoughts, that once the books are read they are thought about, but not so much in the way of acknowledging the

writer.... I'm not sure, I'd love to hear from teenage readers about how they feel about the stories."

*The Watermark books have a timeless quality, with an immense focus on the characters and land, and very few references to technology. So many books for young adults are very 'in the now', full of emails, text messages and the internet – was this planned?*

"I was discussing this recently. I wonder if because writing comes from a sublayer of my consciousness, is that part of me that rejects technology? I am a slow user of technology, but I'm getting there gradually! So no,

it wasn't a conscious decision, but probably a reflection of the importance of the surroundings and the need for space for the characters."

*So when writing for a young adult audience, is there much self editing of the stories and ideas for the age group?*

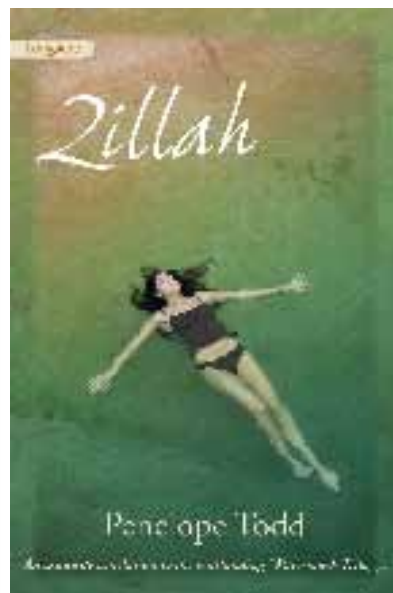
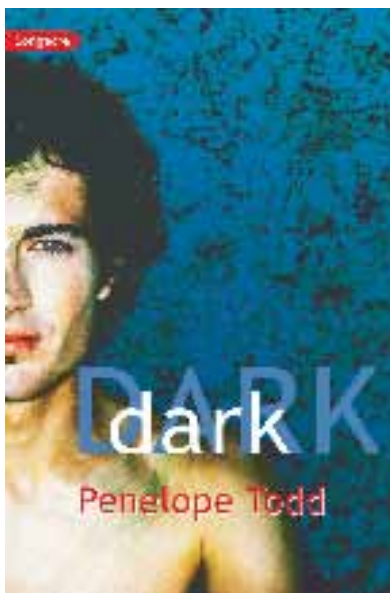
"Probably my 17 year old self is there monitoring it! Writing an adult novel I've definitely been breathing a bit deeper and letting the writing flow."

*Does Penelope have any advice for teachers wanting to encourage children and teenagers with writing?*

"Just the usual I think. There's no secret recipe. Put good books in their way, ones that are thoughtful, and maybe outside what they would usually read or consider. And just to do it, keep doing it, and find ways to keep it interesting, using their own ideas."

*The Watermark trilogy made me wish desperately that I could take the books back to my teenage self, and disappear into the stories with Zillah, Joss and Hep in their timeless landscape. I'd like to thank Penelope for sharing them, and her passion for being true to yourself, with us.*

## *books and things* **Competition** **for secondary and tertiary readers**



Longacre Press have given *Good Teacher Magazine* three sets of  
**Penelope Todd's 'Watermark Trilogy' to be won.**

**Simply write us a 150 word 'snapshot' about your favourite place.**

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**Closing Date: Friday November 30th 2007**

**Results: Will be featured in Good Teacher Magazine Term One 2008.**

**Decisions will be final. If you wish to have entries returned please supply a prepaid self addressed envelope.**



# Creative learning and creative teaching and the 'new' curriculum

by Gwen Gawith

**Bruce Hammonds wrote his Sunday 5th August blog on the subject of creative learning and teaching and the legendary Elwyn Richardson.**

**Both are favourite hobby horses of mine so Bruce's blog triggered some reflection on the opportunities presented by the 'new' curriculum to teach for deeper, more interesting and more creative learning - learning that involves students, engages them, fascinates them, challenges them, gets them exploring their own physical and mental worlds.**

**Bruce cites the 'new' curriculum view of students as "active seekers, users and creators of their own knowledge".**

**He sees these and other 'new' ideas as "more old wine in new bottles".**

**I prefer to see it as an indictment of the fragmented, hideous Curriculum Statements which hijacked a generation of learners and teachers – and many teacher educators and PD developers!**

Will a slimmer curriculum lead to a renaissance in creative teaching and learning? This assumes that what has been preventing us from teaching creatively, and students from learning creatively, is the aforesaid fragmented, bloated curriculum statements. I've been around too long to believe in simple panaceas. I'll explore four concerns and draw on Elwyn's work to translate them into four (of many) ways of contributing to creative learning.

1. Firstly, despite losing some weight I think the 'new' curriculum added to the myriad of 'things' we do (and see as a 'must' in the school year) is still obese. There will still be too much to do, too much fragmentation, too much superficial 'splattergun' once-over-lightly learning. Teachers are driven by all the things they have to do, and will continue to have to do. We are too busy-busy-doing-stuff to ask the one question that I think should drive every classroom, all curriculum planning and PD : How well, how deeply and how creatively are the children in my classroom learning? What evidence do I have other than that we are 'getting through' the curriculum and our classroom is a bright, happy learning environment?
2. I think Bruce makes a valid point when he talks about visiting "numbers of classes with lots of ICT 'bling' and 'higher order thinking skills' but with few products of genuine creative teaching to be seen." What I wrote about, talked about, moaned and groaned about FIFTEEN years ago is still evident – the folly of equating the use of ICT with 'creative' learning. Teachers insisting that children's education is deficient if they haven't got their own blogs? Give us a break! Since when is blogging, per se, an example of creative learning? Surely it depends on the content of the blog, the ideas and opinions of the blogger? For example, Bruce's blog was worth reading because it had clearly expressed, relevant (to teachers)



opinions and solid content (a summary of some of Elwyn's key ideas on creative learning and teaching). But all blogs are not created equal. Remember GIGO - garbage in, garbage out?

One of the few things children learn at school that they are unlikely to learn elsewhere is that ideas, opinions, claims grounded in evidence are better (yes, better in terms of academic learning, business and daily life and the media) than vacuous, unsubstantiated, ego-driven, often inaccurate and biased waffle parading as info, ideas and opinions. So blog away, possums, but don't confuse the medium with the message, and don't assume that the use of technology equates with creative learning or teaching.

3. Thirdly, will the new curriculum in itself influence our expectations? When I read Elwyn's work what strikes me forcibly is his expectation that each and every child in his class had the potential for creative

learning. But far from just having expectations and hoping that children would live up to them, Elwyn's mastery of creative teaching encompasses his ability to turn expectations into precision and detail, tools and rules, modeling – showing and telling – providing feedback that is precise, positive and gives shape and form to the processes of creative learning – exploration, experimentation and transformation. When teachers do too much, cover too much, it is inevitable that, while adopting inclusive language, “We did this, we did that, we talked about, we shared...” the classroom is teacher-driven. Bruce talks about the problem today being “too much teacher input with: exemplars, criteria, objectives, testing, imposed ‘intentions’ and formulaic teaching, leading to well done but hardy creative products” and concludes “the teachers role has become benignly oppressive.” But nor is ‘creative, child-centred’ learning the simplistic response taken when teachers let children choose what

they want to learn and then leave them alone (facilitation!) to do it. This represents the freedom to fail, not the carefully guided freedom Elwyn provides to help children draw deeply on their own internal and external environments and experiences, make mindful choices about medium and method, and experiment and explore within the boundaries of medium and method.

4. This leads to my fourth concern. I think that it is simply not possible to make expectations of creative learning explicit and concrete if one has never experienced truly creative learning oneself. Creativity isn't what happens when children are given a task and resources in a supportive learning environment. Freedom + materials + time + encouragement and somehow the creative juices will flow? Nonsense! Creativity in ANY field or sport is inevitably the result of a slow process of

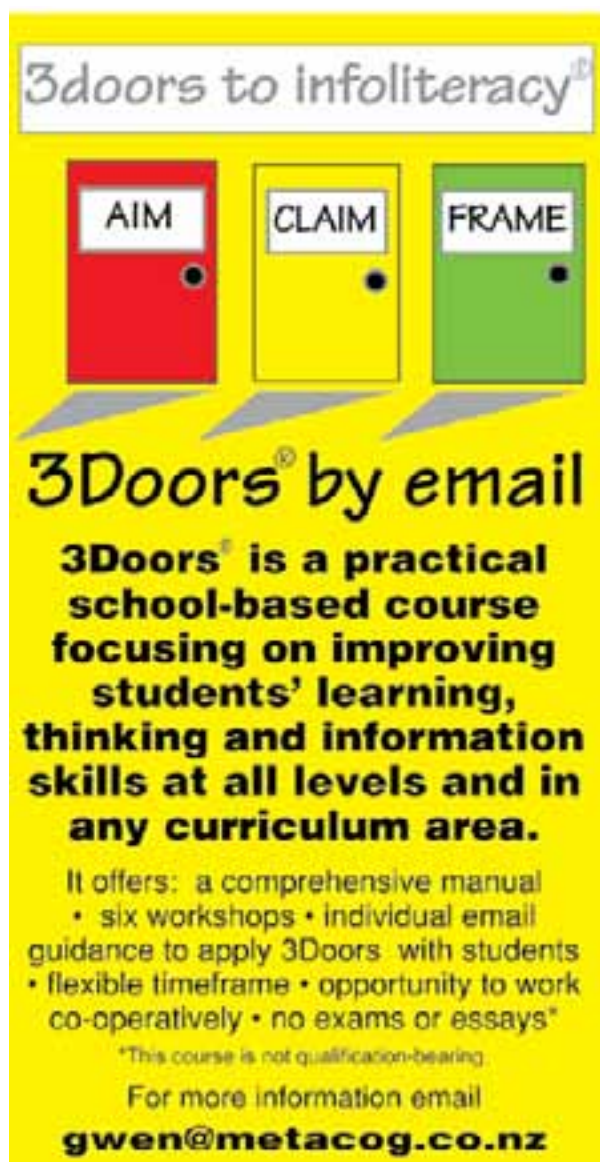
learning the discipline, the rules and tools of that field or sport. Creativity is a transformative process using (and transcending) rules and tools. (It's a deep process, but not a boring and dull). Will teachers with extra time provided by slimmer curriculum coverage confuse depth with ‘doing topics to death slowly’? Creative depth coexists with playfulness because it results from Elwyn's processes of exploration, experimentation and transformation

5. Finally, consider that creativity might be influenced by the teacher's mental attitude to learning and the current climate in schools. If teachers are excessively task-driven (“These are all the things I have to do, all the ‘stuff’ I have to cover”) which is inevitable in a busy-busy-do-more climate, it is highly unlikely that time will be given to two of Elwyn's key considerations – mindfulness and playfulness. To create ideas, understandings, knowledge requires more than just the usual topic > questions > go-and-find-out > paste up-some-disparate-facts-manually-or-electronically recipe that passes for ‘inquiry’. Creative thinking is NOT about using de Bono's hats. Creative learning happens when learners are given the models, the time, the encouragement to play with ideas, to consider what their minds are doing and can do with the raw material they feed in – to stand aside from their minds to become ‘mindful’ thinkers and learners. Creative learners enjoy playing with ideas and exploring, playfully, the process and content of their learning.

So how can we extrapolate some pedagogy from these concerns that reflects Elwyn's ‘best practice’ and fits the environment of the slimmer ‘new’ curriculum:

1. **Curriculum planning:** The only antidote to the “We are so busy busy busy we must be learning” syndrome is whole-school curriculum planning. I don't mean inflated documents full of the pedagogical equivalent of motherhood and apple pie and a large dose of wishful thinking.

- a) I mean a tight one or two page document with no computer graphics and salacious colour, written in plain English, outlining WHAT each teacher will teach in a term, based on the ‘new’ curriculum.



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- b) I mean asking WHY it is important that children of this age spend time learning this stuff (if it isn't worth learning, why bother?).
- c) I mean (despite the lack of skills in the 'new' curriculum) an outline of the skills that must be taught (not just assumed to be used) during the term, and outlining methods for documenting the answer to the questions I asked above: How well, how deeply and how creatively are the children in my classroom learning? What evidence do I have other than that we are 'getting through' the curriculum and our classroom is a bright, happy learning environment?

In other words, curriculum planning should focus on WHAT children are going to learn, and HOW we will describe or measure that learning so that we (and the children) themselves know WHAT they have learnt, HOW and WHY. If the focus from the top (the principal) is learning-focused and infuses curriculum planning at whole-school and individual teacher level, it is infinitely harder for teachers to adopt the task-focused, teacher driven pedagogies which run contrary to creative learning.

**2. The technology of learning:** See ICT 'bling' and bandwagons like 'higher order thinking skills' for what they are – potentially creative tools if the learning process itself is creative. The learning horse needs to pull the technology cart, not the other way round. Learning itself is a technology – children need to understand the language of learning, the rules and tools that make learning work. When learners understand how to harness literacy and cognitive tools, and how to mine their own rich internal and external experience and environments in a process of building understanding, insight and knowledge, a variety of materials and technologies can be exploited creatively.

When it comes to resources we see more as better and children as deprived without technology-based information. Nonsense! START with the environment they live in. Teach them, as Elwyn taught his children, to look and see, really see, and give them the vocabulary to describe and discuss the richness of what they observe. DON'T let them run to the Internet as a default response when you ask them to



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'find out'. Presenting information is not the be-all and end-all. Negotiate the best way, the best medium and method, to demonstrate and apply the knowledge and skills they've been building

**3. Expectations:** Most teachers would claim that they had high expectations. We are good at making expectations of classroom behaviours explicit but do we assume that general expectations of learning behaviours and attitudes is enough – expecting children to do their best, show persistence, etc?

Elwyn's mastery of creative teaching encompassed his ability to turn expectations into precision and detail, tools and rules, showing and telling and providing feedback that is precise, positive and gives shape and form to the process of creative learning. This means that expectations of children's learning have to be made specific. THIS DOES NOT MEAN TELLING THEM WHAT THEIR 'LEARNING INTENTIONS' ARE! Learning intentions are what each learner intends to learn, not what the teacher intends them to learn by intending to teach them.

Do what Elwyn suggests to make learning expectations explicit: Show children that you value precision and detail, demonstrate tools and rules, model – show and tell – particular skills and processes and provide feedback that is precise and positive. In other words, give shape and form to the process of creative learning

– exploration, experimentation and transformation. Show children (talking aloud as you do so) how to make mindful and self-conscious choices about medium and method. Allow them time to experiment and explore within the boundaries of medium and method. Acknowledge the importance of their own internal and external environments and experiences, and let them look at the world around them in all its variety and beauty, talk to the people around them, respecting their wisdom and experience (not just asking pre-set 'questions' after brainstorming!).

**4. Making rules, tools and processes explicit:** If creativity is a transformative process using rules and tools as well as the three processes - exploration, experimentation and transformation - teachers need to model (like a master builder teaches apprentices) the rules, the tools, the frameworks, the skills and the processes for exploring their inner and outer worlds, the world of documented information (including libraries and the Internet), for experimenting and for transforming what they see and hear into their own clearly articulated responses using a variety of methods and media.

Teaching them doesn't just mean giving them tasks and access to resources and technology and hoping that by doing the task they will learn the tools, the rules, the skills and the processes. Not so! There is NO research evidence to support this 'learning by default not

design' pedagogy. Any teacher who has done my 3Doors® programme will recognize what I say when I claim that most teachers confuse their knowledge of teaching tools with what children understand about what learning tools are and how they use them for different types of learning. It comes as a shock to see how often tools have to be used before children internalize and own them. Knowing the tools, the rules, the processes are pre-requisite scaffolds for creative learning. Without the structure and discipline provided by these scaffolds, learning tends to be direction-less, mind-less – gormless and formless.

**5. Mental models:** As Elwyn suggests mindfulness and playfulness are integral to creative learning. Creative learning

happens when learners are given the models, scaffolds, time and encouragement to play with ideas, to consider what their minds are doing and can do with the raw material they feed it – to stand aside from their minds to become 'mindful' thinkers and learners. We need to give them models, scaffolds, time and encouragement to explore what their minds are doing and how their minds are doing it. This does NOT mean that we hand out templates of so-called graphic organizers. It means encouraging an attitude of mindful playfulness by encouraging learners to explore and extend their thinking, their ideas, their opinions, and helping them to analyse, synthesise and interpret their knowledge, but many teachers don't teach these skills - just assume they arise in learners

in the course of 'doing' learning tasks - 'learning by osmosis'.

Mindfulness involves letting children consider what their minds are doing, how their minds 'process' info – remember, metacognition?

Mindfulness is not enough. The whole idea of playfulness is integral to creative learning and thinking. When time is short and teachers are task-focused, playfulness is sacrificed on the altar of 'finishing' so we can move on to the next topic. Many 3Doors® teachers struggle to apply the 3Doors mantra - 'little, light, frequent, fun'.

Teachers introduce the rules and tools with a light touch, in a game-like way, ideally stopping and coming back to the same tools the same day, the next day, the day after, so that children learn and internalize them incrementally, handling them playfully but mindfully, seeing little-by-little for themselves what the tools do, how they work.

Play isn't 'fun'. It isn't a waste of time; it's integral to creating and creativity.

### 2008:

Start your curriculum planning for 2008 by asking yourselves, as individual teachers and as a whole staff what creative learning looks like and feels like.

Try to describe it, not using platitudes and 'teacher talk' clichés, but in plain language as if you were explaining it to your Grandma.

Consider:

- 1) your curriculum planning,
- 2) your use of cognitive and information technologies for supporting learning,
- 3) your expectations of children's learning
- 4) how you make rules, tools and processes concrete and explicit for learners and finally,
- 5) your own mental attitude to learning. Think about how you can use each of these to build a creative learning environment in 2008.

If you want to know more about how to teach rules, tools and processes, encourage mindfulness and playfulness, and work with children to help them set high expectations for their own learning, email me to find out more about 3Doors®

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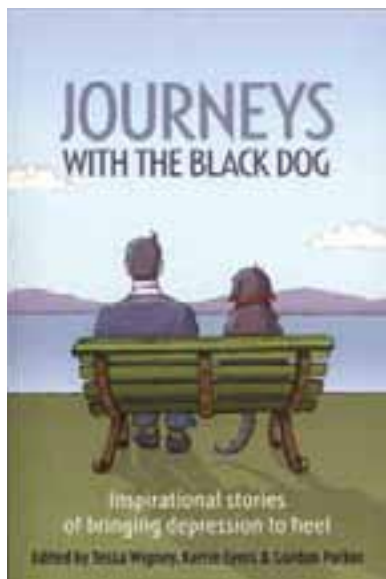


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# books and things



## *Journeys with the Black Dog*

Edited by Gordon Parker, Tessa Wigney and Kerry Evers

Published by Allen & Unwin

RRP \$29.99

Reviewed by Catherine George

"Journeys with the Black Dog – Inspirational stories of bringing depression to heel" compiles hundreds of stories received in response to a Black Dog Institute writing competition. The annual competition calls for people with mood disorder, their family and friends, to describe how they live with the "black dog".

The use of the black dog as a metaphor for depression was first popularized by Winston Churchill. The Black Dog Institute is an Australian educational, research, clinical and community-oriented facility, dedicated to improving understanding, diagnosis and treatment of mood disorders. (It also has a great website!)

The book charts the journey through depression, from onset to diagnosis, relapse and eventual management, and it highlights a diverse range of coping strategies. Some of the entries are just a paragraph or phrase, some are poems, and some are longer stories.

While a great book for anyone who has been depressed, Journeys with the Black Dog would also be valuable for anyone wanting to understand depression better.

This is a collection of writing by the real experts on depression, those who have been through it. Highly recommended.

## *The Big Fat Conspiracy*

By Melissa Sweet

Published by ABC Books

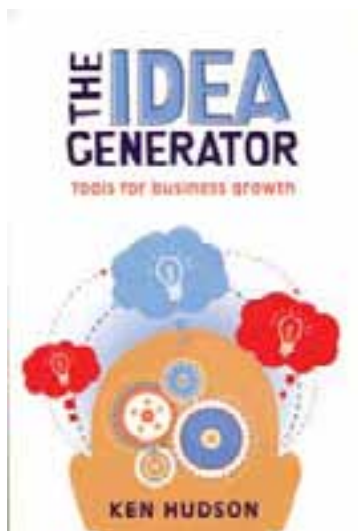
RRP \$32.95

Reviewed by Catherine George

"The Big Fat Conspiracy – How to Protect Your Family's Health" is a hefty tome by one of Australia's most experienced health journalists. Melissa Sweet has been awarded an honorary position as Adjunct Senior Lecturer in the School of Public Health, and says that researching and writing this book has helped her to make positive changes in her own life.

The book aims to give families tools to make healthy changes in their lives, and offers tips for eating well, moving more and promoting children's health and wellbeing. Melissa says that many strategies commonly used to control children's weight may in fact cause lifelong adverse repercussions including unhealthy eating, inactivity and weight gain.

Topics such as society's love affair with the car, advertising of junk food, larger portion sizes and work/life balances are all covered in the book.



## *The Idea Generator* Tools for Business Growth

By Ken Hudson

Published By Allen & Unwin

RRP \$24.99

Dr Ken Hudson is one of Australia's leading experts on breakthrough thinking and innovation.

This book would be invaluable to those who are needing that something extra to keep them on the right track with their business... whether it is a fledgling start-up or one which has been running for some time and needs perking up. It is not only practical but is also one which can be used selectively to assist in solving any of the myriad of dilemmas which arise in the business world.

This can be read quickly, or dipped into at leisure. It has an attractive layout and the tools offered to help the reader are easy to find and assimilate.



# ***“Teacher Fool”***

*by John Hellner*

***Student behaviours  
and language  
designed,  
either intentionally  
or unintentionally,  
to threaten,  
daunt, intimidate  
or isolate a teacher,  
either emotionally  
or physically  
signal bullying.***

During interval a group of year 9 boys huddle together. A beginning teacher walks past on duty. One of the boys calls out an obscenity, just loud enough for the teacher to hear. Unable to identify the individual student and unsure if the obscenity was purposely spoken loud enough to enable the teacher to hear it, the teacher continues on, not quite happy with the situation.

After a senior class episode characterised by off task behaviour, noise, confusion and unachieved outcomes, the teacher hurries to the staff room for a much deserved and eagerly awaited, calming cup of tea. Pre occupied with distracting and distressing thoughts about his failure, the teacher passes the most chronically ill behaved and disgruntled student in the same class. As the teacher walks pass, the student remarks, “nice class today...sssir.”

The timing of the remark, the tone of voice, the smirk on the face and the slurring, prolonged pronunciation of the word “sssir”, express contempt and sarcasm. Unprepared, the teacher feels shock and anger and finds himself lost for words.

A big, brawny girl in the year 10 class, whose career pathway seems focussed on disrupting the learning of others and preventing the teacher from teaching, persistently defies all the teacher’s efforts to manage her behaviour. The teacher refrains from sending the girl, who is on school report, out of the classroom: the girl does show occasional flashes of interest and being sent out of class could lead to internal stand down, even suspension. Eventually, the teacher asks the girl to move seats, separating her from a “colleague” on the same career pathway. The girl refuses. The teacher says, “I will need to speak to you after class.” After class the teacher stands near the door waiting to speak to the girl privately. The girl rushes pass, laughing, physically pushing the teacher out of the way as she leaves the classroom.

Sometimes, students think teachers can be treated like fools.

But they can’t – nobody in a school can be treated like a fool, for any reason, even if they are a fool.

It is part of respect, which all schools teach and expect for teachers, parents, students and supporters of the school: the same “golden rule” for everyone.

Respect for other people can be based on their achievement or ability, but everyone – no matter how unsuccessful or inept – deserves a basic respect as a person: teachers included.

Students need to learn about respect for themselves and respect for others.

“Dumb insolence” qualifies as a sub category of disrespect, but a less brutish sibling to bullying: the student who complies with a directive, but with painstaking slowness or panache;

- the student who repeatedly asks diverting questions in the classroom about the obvious and turns to his or her friends for approval;
- the student who feigns ignorance of wrongdoing;
- the student who disguises impertinent comments under a cloak of mock innocence.

Part of a teacher’s job is conduct training for the young in order to provide them the cultural polish to enjoy social acceptance. As an ingredient of the “hidden curriculum”, conduct training for showing respect proves best taught by example and model. Unfortunately, for any number of reasons, young people slip up more often than adults in speaking and behaving improperly. When they do make mistakes, in matters of disrespect or bullying, teachers need to correct them for the sake of everyone.

When the teacher becomes the victim of bullying or dumb insolence, tersely,

vigorously and consistently address the matter with the degree of distaste it warrants. All or parts or mix and match phrases to assist this conduct training exercise might be:

"That is unacceptable. I will assume it was a mistake. If it happens again, I will assume you have a problem and I will need to act accordingly."

"I beg your pardon!"

"Would you like me to tell your parents what you did or said?" (And walk away making it clear that the answer should be "No").

"I don't deserve that!"

"I don't speak to you like that and I don't expect you to speak to me like that."

"You are on the borderline of finding yourself in trouble."

"You are making yourself look like a fool." (Not, "you are a fool": telling someone they "act" like fool is different from saying "you are a fool".)

"I am disappointed you act that way (or speak/feel that way), it reflects poorly on you."

"That's disrespectful. How would you like it?"

"Doing (or saying) that once is a mistake. Doing it again will make me believe it is an unfortunate lifestyle choice for you."

Mirroring a student's behaviours, body language, expressions, words and voice tone in a short pantomime of the situation proves another effective strategy for correcting bullying or dumb insolence.

The teacher might say, "*Can I show you what you did?*"

*You stand there and you are me.*

*I'll be you. I came out of the room after a horrible lesson that I felt bad about.*

*As I walked past you, here's what you said and how you said it.*" (At this point, the teacher re-enacts the precise scene and duplicates the student's words, tone and behaviours.)

*"How would you feel about that? Not very good I suspect."*

No matter what the approach to dealing with disrespect, the cardinal error is to ignore it. The follow up may be immediate and on the spot, but often we find ourselves unable to summon the best response at the right moment.

Equally as effective, following up on the infraction can happen later, even the next day. If no follow up occurs, the wrong messages go out to the students and all the spectators: "it is OK to bully and mock teachers."

Beyond the certainty of a follow up, other protocols help ensure the impact of the teacher's corrections will remain with the student:

- make the reprimand privately, if possible, between the student and the teacher, without a student audience to cheer and support their "hero";
- use a frosty and matter of fact tone of voice;
- keep it brief without a lecture;
- don't accuse, name call or character assassinate, simply observe and describe facts and truisms;
- no need to point, poke or use sustained eye contact;
- make the point and walk away;
- without waiting for retorts, confessions, digressions, smokescreens or self flagellation;
- once it's over, it's over, restore the relationship to normal in the next contact.

The teacher may also deem it wise to report the incident and the follow up to

dean or in a computer record, whose records may detect emergent patterns in student behaviour that should be curbed early.

***Sometimes teachers need nerves of steel and hearts of stone in order to give the best to their students.***



*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 email [kobrien@waikato.ac.nz](mailto:kobrien@waikato.ac.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/>*

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

# Preparations for Ag



## Bella

Standing in the bitter spring breeze,  
Fur damp from the rain,  
I run my hand down her silky face,  
Her cozy coat feels like  
my duvet at night,  
Large endless eyelashes point at me,  
She must think  
'That's an excellent massage'  
as I rub her gently on the neck,  
The children pass my calf that starts  
to step away from everyone,  
Eye brows tangled like vines,  
Smells like the calming fragrance  
of the hay she has just eaten,  
Twitches as I try to put her cover on,  
Wind blows her hair to one side,  
Bella starts to step away  
As I try to put her halter on,  
She walks slowly to her paddock,  
I give her a hug and walk away,  
My calf runs off with her friends,  
See you later Bella.

*By Lexi Hendrikse*



## Calves

I carefully pat my calf.  
She likes me leading her  
round the course.  
She likes the other calves.  
Her favourite food is milk.  
She kicks her leg up  
when she's happy.  
I like her snotty nose  
I like her soft fur.

Calves feel hot, when  
you rub their fur.

They look real cool.

I think my calf is the best calf in  
the world because of her fur.

The wind is blowing  
through my calf's hair.

My calf is the best.

I like my calf more than  
any one elses.

*By Lochie Watson*



## Romie

As I approach his long legs  
slowly walk backwards,

I put my hand out and he  
sniffs it with caution,

I begin to gain Romie's trust.

I put my hand on his soft, fluffy  
neck and scratch him,

his head slowly turns side-  
ways and when I stop,

He nudges me for more.

Romie starts to suck my hand, his  
tongue is rough and bumpy,

Like the gravel on the road.

His nose rubs against me,  
it is black and slimy,

Disgustingly warm like the green  
slime on the rock on the ocean floor.

Romie stands peaceful and tall,

Staring at me with his big googly eyes.

As I unbuckle his cover he  
starts to walk backwards

And makes it difficult for  
me to remove it.

As I brush him his hair starts to fall.

*Writer unknown*





# Day: Calves



## Calf

Ears like radar dishes,  
Nose as spongy as a trampoline,  
Sunbeams reflect off the pearly coat.  
Tongue as coarse as sandpaper,  
Gigantic eyelashes shimmer at me,  
White and brown stain all  
over the glossy calf coat.  
Glistening puppy eyes stare at me.  
Velcro ties itself together.  
Lion tail flicks around the  
grimy pen mildly.

*By Lachlan Glass*

## Calf Roxy-Rose

Standing relaxing  
As the end of the brush  
strokes down her back.  
Silky face like a pillow,  
Eyes twitching lashes protrude out.  
Rain drops landing on  
the tip of her tail,  
Hedgehog hair sticking up.  
Face staring at me  
Rough tongue sucking my fingers.  
She is gentle with me.  
Milk lover,  
Hay eater  
Hooves splashing in the puddles,  
As I put the halter on her face a  
shiver goes down her back

*By Kyla Reid*

*With thanks to Maungatautari School*

# What Happened to the Hanky ?

**A reflection on sustainability and change: Lyn Rogers**

*Times change. Hankies aren't seen much now, are they? I didn't notice when a change snuck its way into my life.*

*I accepted the availability of tissues, and the lack of any conveniently placed hankies in times of need, without making any decision about it, and I accepted the change in my own behaviour without exploring the implications of the change.*

*The benefits or otherwise could be debated, between tissues and hankies, and it probably doesn't matter a bit in the big scheme of things. But the point is, I didn't question the change.*

On reflection, some other significant changes that have come to my attention are (among others):

- we buy most of our food packaged and ready to eat, and many of us aren't connected with its production any more;
- thousands of new chemicals are invented every year, for a variety of purposes and we accept them as necessary and safe.
- technological change has been huge, and the majority of us have

no idea how most of these things actually work.

Although change is huge, the pace is rapid and keeping up can be overwhelming. As we move further into the 21<sup>st</sup> century we need to be able to cope with massive change, reflect upon it and determine its nature. It is crucial that we take time to reflect on the value of the changes we experience.

How can we support our students to develop the skills and attitudes they will need to cope with these changes?

Hang on a minute! It goes a little further than that.

We don't want our students to be the passive recipients of change, just coping with it as it happens around them, but to take an active role in the change process. Change doesn't just happen; it relies on people.

So the question above could be rephrased:

How can we support our students to be actively involved in decision making, so they aren't merely accepting change, but determining it's direction, desirability and pace?

To be involved in decision making, people have to care, and to feel that

they can make a difference. They need to have skills and attitudes that empower them with the confidence and willingness to become involved.

The new (draft) curriculum outlines a vision for our students. (see above)

It also describes the Key Competencies:





**Common activities for the environment:**

**Growing seeds and planting a garden or  
Students planning and creating an organic edible garden.**

**Arbour Day planting or  
Planning and implementing a planting project that will involve other community people**

**Cleaning up a beach or  
Planning a long term project to monitor and improve the coastal environment**

**Questions we could ask to provide more opportunity for learning:**

(Often these questions aren't asked)

Who is it for?  
What shall we plant and why?  
Who will maintain it?  
What do other people think about the idea?  
Who else will we involve and in what way?  
What did we do?  
What did we learn?

Why will we plant? What are the benefits of a planting project?  
Where could we plant?  
Who else has an interest in that location?  
What could we plant? What plants are best for that location?  
Where will we get the plants?  
Who will look after them?  
What did we do?  
What did we learn?

Why does the beach need cleaning up?  
What is on the beach?  
What belongs on a beach and what doesn't?  
What happens to the rubbish removed from the beach?  
Why is it there? Where did it come from?  
What are we going to do about the problem?

What did we do?  
What did we learn?

**Key competencies are the capabilities people need in order to live, learn, work and contribute as active members of their community. Competencies are more complex than skills. Capable people draw on and combine all the resources available to them: knowledge, skills, attitudes and values.**

Education for Sustainability (EFS) fits in well with both the vision of the new curriculum, and helps develop the key competencies.

Our students now will be the leaders of change in the future. EFS is an action oriented process, allowing students to explore their environment, explore relevant issues, and take appropriate

action where necessary, creating changes in their world. We will never be able to equip students with all the knowledge they will need for their future, but we can focus on providing them with the skills necessary to create their own knowledge, in meaningful contexts, and to actively participate in the change process, rather than be subject to it.

The current term used to describe desirable learning outcomes in EFS is Action Competence. This term encompasses the skills, attitudes and dispositions necessary for students to plan and take well informed, independent, sustainable actions. Action Competence aligns very well with the key competencies.

EFS offers a wide variety of opportunities for students to explore issues and determine their response to them, in local, regional, national and global contexts. Planning for action requires thorough exploration and consideration of possible implications, values and consequences of decisions, from environmental, social, cultural, political and economic perspectives. Local contexts provide more opportunities to learn through action; creating, evaluating or directing change in meaningful and relevant contexts while building confidence and skills. Successful action increases motivation and a willingness to tackle wider issues.

But we can't just jump in to this straight away and have students demonstrate Action Competence instantly.

EFS puts an emphasis on student centred strategies, such as inquiry, experience and co-operation. As teachers we facilitate student learning, and plan in response to their students' needs and abilities. The age and experience of our students will naturally determine what expectations we will have of them, and will influence our programme planning.

Finding the balance between student-teacher input into decision making

**The sequential photo series, here and on page 18, shows part of a learning journey, creating change at a local level.**

1. **Doing some planning**
2. **This is what it looks like**
3. **The vision**
4. **Asking the questions**
5. **Finding the right plants**
6. **Growing what we need**
7. **Practicing planting, building skills**

Continued on page 18





Continued from page 17

can be tricky. Initially we will often be modelling the processes involved in taking action for the environment, and as our students become more practiced, they will take on more of the decision making. Providing appropriate scaffolding along the way, without driving too much of the programme means we need to build flexibility into our planning. The balance will shift toward more independent student action as we and our students both become more experienced through practicing the process.

Many of our traditional environmental activities are very teacher directed. The table offers some ideas for extending some common activities to provide more opportunities for students to think about their actions and some considerations when making decisions.

Obviously not all learning programmes can provide opportunities for students to take self-directed action, and certainly not all the time. A holistic, long term plan for EFS will include

ample opportunities for students to explore different values, gather and understand information, create knowledge and develop values that will challenge them to form, express and justify opinions and plan and take appropriate sustainable action. Our students will think critically, evaluate, and determine the direction for changes they encounter or create. They will be active participants in creating a sustainable future, rather than unconsciously and passively accepting whatever changes the future may bring without question.



## Jacknohi's competition for kids (for schools)



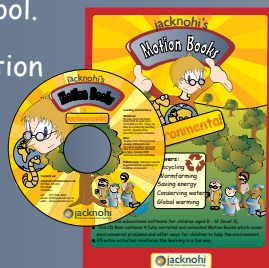
A drawing competition for kids to show "how children can reduce rubbish"

Kids (aged 8 - 12) - put your ideas on paper to show what actions you can take to reduce rubbish. You can draw with pencil, water colours, crayons... - anything you like.

Teachers - choose the 5 best drawings from your school and send them to us to be in to win a full network license of Jacknohi's Motion Books - Environmental for your school.

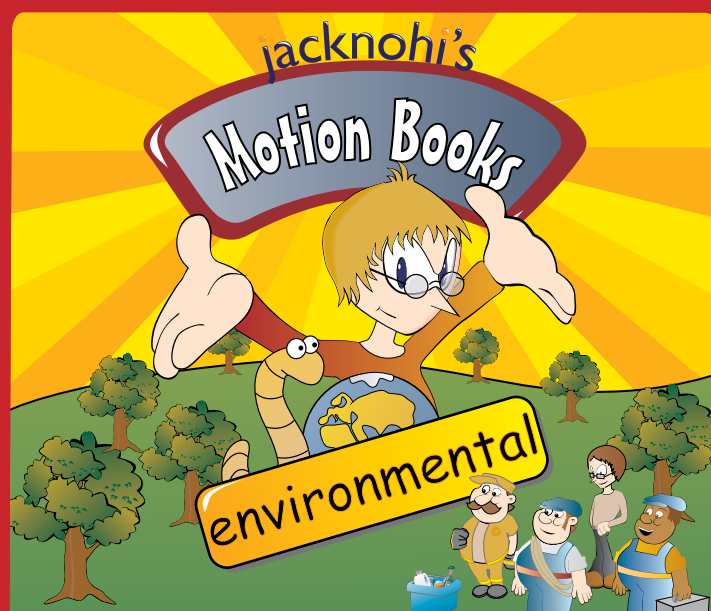
The winner of this competition will be announced on [www.jacknohi.co.nz](http://www.jacknohi.co.nz) and in the next issue of the Good Teacher Magazine.

Start: 1. October 2007  
End: 10. December 2007



More details about the competition can be found on [www.jacknohi.co.nz](http://www.jacknohi.co.nz)

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# Jack's Story

By Janet Bourne

***School proved to be a challenging place for Jack.***

***From his early entry, his parents believed that he knew much more than what he was able to demonstrate to teachers.***

***The first warning bells sounded when Jack, aged five, read a Level 9 story to his mother after being introduced to it earlier that day.***

***The problem was that when he "read" the story, Jack hadn't even opened the book. His photographic memory had allowed him to remember it...perfectly!***

***In class when Jack was able to talk about what he knew, teachers often remarked that he seemed very bright.***

***However, his need for constant activity appeared to interfere with his ability to achieve in written tasks.***

***He had difficulty putting his ideas on paper, and over time the gaps between Jack's written work and that of his classmates began to widen.***

***It was most apparent in spelling and writing, where his ideas always raced ahead of his ability to write them down, causing him great frustration.***

***A pattern of incomplete tasks developed and continued until Jack was in his fourth year at school.***

It was then that his attitude toward school began to deteriorate, which in turn began to affect his behaviour. In desperation his parents sought advice from a professional.

## **Identification**

A psychologist diagnosed Jack as having dyspraxia. According to the Australian Dyspraxia Support Group, "Developmental dyspraxia is a neurologically based disorder, a motor planning difficulty present from birth. It is believed to be an immaturity of parts of the motor cortex (area of the brain) that prevents messages from being properly transmitted to the body."

Dyspraxia affects each child in different ways and to different degrees. Furthermore, it's inconsistent, possibly affecting the child one day but not the next. Dyspraxic children often have great difficulty with drawing shapes, writing numbers or words, or making diagrams. This inability to physically do what the child wants to can be extremely frustrating. According to The Dyspraxia Support Group of New Zealand, approximately 10 percent of the New Zealand population may be affected by dyspraxia.

The psychologist who saw Jack assessed his intellectual and cognitive skills using the Wechsler Intelligence Scales for Children – Third Edition (WISC-III). The results showed Jack to be intellectually gifted. His Full Scale (122) and Performance (126) IQs placed him in the superior range of intellectual functioning.

Then an assessment called Stewart's Questionnaire for the Identification of Gifted and Learning Disabled Students was completed by one classroom teacher and separately by each of Jack's parents. The results plus the discrepancy between Jack's WISC-III scores and his school achievement strongly suggested that Jack was twice exceptional. He appeared to know much more than he was capable of demonstrating by writing.

## **Jack's Limitations**

The contradiction between potential and demonstrated ability in a student like Jack can confuse teachers. They find puzzling, and they may attribute the disparity between the student's apparent ability, often expressed verbally, and production, particularly in written form, to lack

of motivation. Some even interpret it as laziness. Jack's "apparent" lack of effort in written work is a consistent theme in school reports at all levels, as these comments from Jack's school reports show.

1997: A confident, articulate speaker who argues his case clearly and logically. Struggles to commit his ideas to paper.

1998: Jack often has great ideas he just cannot express in written form. Unfortunately, Jack's record keeping has not been up to the standard of his verbal interaction. Tasks are completed with the minimum of effort and information. When reading, he has a tendency to exchange one small word for another in his race to the end of the text, but this does not affect his understanding at all. Jack's writing, although cramped and hurried and a little on the dark side, is reasonably well formed and legible. Jack knows very well what he wants to write, but would rather the pencil did it without his direction.

2004: Jack has very good listening skills, a wide vocabulary and a very good reading comprehension. This does not translate into very good writing skills. He has good ideas but finds difficulty in putting them into print.

Among the obstacles that Jack faced in writing was his tendency to reverse both letters and numbers (sometimes transposing them) and his poor handwriting skills.

Jack also had problems with organisation. Comments from his teachers reflect their awareness of his lack of organisational skills as well as the discrepancy between his intellectual ability and achievement.

2001: Jack is a very capable reader....he does however, have difficulty presenting this information and needs to take more time planning and constructing work, organising and explaining his ideas and thoughts.

2003: His low exam mark doesn't reflect his ability to complete set tasks. As Jack did not hand in his manual with completed tasks by the end of term, he did not achieve acceptable grades.

*Continued on page 20*



2004: Jack's contributions to the class are interesting and insightful. Clearly he has a sound grasp of the material covered. His last test result was a disappointment.

There are certain behavioural characteristics associated with 2e students, chief among them are the seeming inability to pay attention, sit still, or stay on task (Baum, Owen & Dixon, 1993). Jack has been described as possibly having AD/HD, by two specialists and some classroom teachers. A paediatrician's report reads:

1996: He has plenty of energy and is distractible and fidgets. From my observations today...Jack does have some concentration problems. However, he falls within the grey zone of those with and those without AD/HD.

The psychologist commented:

1998: There is significant difference in statistical and practical terms between Jack's Freedom from Distractibility score and all of his other ID or index scores. This score suggests strongly that Jack is very likely to have more difficulties than a great majority of his classmates in focusing, attending, and concentrating in the classroom and in preventing himself from becoming distracted by sights and sounds around him.... I am inclined to venture a tentative diagnosis of mild AD/HD.

Some classroom teachers ventured their own medical diagnosis or tentatively alluded to traits of distractibility:

1996: Jack is a hyperactive, intelligent child who is sincere and considerate to others. His hyperactivity probably compromises his learning potential. He is sensitive to criticism. Jack's hyperactivity can detract from his learning concentration.

1999: Jack is continually active. This makes it difficult for him to settle to "at desk" activities.

2003: Jack is a very capable student indeed who has considerable talent in this subject. He does need to take things a little more quietly occasionally as his examination result was lower than expected.

### **Jack's Strengths**

One of the most obvious general characteristics of 2e students is a negative self-image. Researchers have found it common for these

students to be accused by teachers of being lazy and unmotivated. Knowing this, Jack's parents have always tried hard to advocate for him at school. Fortunately, Jack has experienced few, if any, socialisation or self-esteem problems:

2002: Jack demonstrates enjoyment of learning and has maintained a positive attitude towards his education. He displays mature social skills, and his easy-going outlook rarely sees him fazed or discouraged. He is well-liked by his peers and enjoys positive social interaction with them.

The superior nature of Jack's verbal skills has been described earlier. There is also considerable evidence from teachers' report comments that acknowledge the existence of strong computing skills and mathematical ability, probably best summed up by the psychologist's comments:

1998: Jack's area of greatest intellectual strength (top 4 percent of people his age – superior level for age) is Perceptual Organisation. This area includes the skill of: spotting increasingly complex present or absent detail, assembling whole objects from parts accurately and at speed, and sequencing ideas, objects and patterns, accurately both inside the head and with the hands while under time pressure ... I have suggested accessing appropriate maths resources for extending Jack in this area of real talent for him. I have met very few children like Jack, who has a real 'feel' for the conceptual basis of maths.

Nevertheless, Jack missed selection for the top mathematics classes upon entry to secondary school.

### **Recommendations for Jack**

There is a delicate balance required between a student-centred approach that caters to the student's strengths and a teacher-directed programme that remediates the learning disability, and it varies from one individual to another. As he has matured, Jack has found many strategies that work for him. Jack was most successful when his teachers did the following:

- Minimised distractions by seating Jack at the front of the classroom.
- Gave him extra time on tests or assignments due, or gave tests orally.
- Avoided handwriting when practicable; encouraged the use of alternatives such as talks, demonstrations, taped responses, and assignments

done on the computer.

- Encouraged use of available technology – Franklin spellchecker, calculator, etc.
- Made use of guest speakers, demonstrations, visits, videos, and active resource-based learning.
- Discussed what the final product for an assignment would be. (Jack often knew much more than he can demonstrate in writing).
- Taught time management/organisational skills – how to organise ideas quickly using key words and symbols, webbing and mapping, etc.
- Gave advanced work in areas of strength – mathematics, computing, and problem solving, etc.
- Shared with the next teacher or school that Jack is a 2e student and its implications.
- Shared this story with colleagues who teach Jack.
- Advocated, on his behalf, careful class placement for the following year.

### **Conclusion**

As with other gifted students, 2e students need differentiated opportunities for their exceptional intellectual abilities and talents. In contrast, however, when learning becomes a challenge through the student's learning difficulties, it is essential to teach them compensation strategies that will increase their ability to succeed (Winebrenner, 2003) and demonstrate what they know. As with all teaching, a successful approach is holistic and learner-centred, accentuating strengths and valuing interests. These students should be actively engaged in the learning process and given a choice of content, methods of recording, and assessment procedures. This is simply best practice, and many of the recommendations are effective teaching practice for all students.

In failing to identify and provide for 2e students, we are neglecting an "invisible" segment of the school population, one that has huge potential to contribute to society. Success in the real world does not solely depend on reading and writing, but on many different areas of skills, knowledge, and expertise.

**Janet Bourne's paper-  
Twice Exceptional: Teaching Gifted  
Students with Learning Disabilities  
in the Regular Classroom will  
feature in the Term One 2008  
edition of Good Teacher Magazine**



# From Greenfields to Te Totara School

***The story of the journey of Hamilton's newest school.***



School location February 2007

***The Minister of Education gazetted late in 2006 approval for a new school to be built in the fast developing north eastern part of Hamilton on an area of land still to be developed..***

***The new school was given the operational name of City North School so that the establishment process could be started.***

An Establishment Board of Trustees (EBOT) was appointed late in 2006 and had their first meeting in January 2007. This is their story of the development of the new school from green fields to the recent announcement of the school's name in August (see page 20).

The Board is made up of five people who although new to the establishment role they are all experienced education and business people. Among the five board members are two past primary school principals, a past secondary school principal, an ex board of trustees chair, an ITC consultant, a data manager, a journalist and from the University of Waikato an education adviser and the head of a teacher education programme. One of the Board members will be a parent of a foundation student of the new school.

various agencies and contractors is in line with the Board's vision.

In January 2007 the Board came up with its working vision of

The Establishment Board of Trustees for City North School intends the school to be a place where all learners can set out ...

*"To be the best that I can be...*

- *as I develop holistically (intellectually, emotionally, physically, culturally, socially and spiritually)*
- *in a safe and healthy environment*
- *drawing on the input of the school's communities*
- *with the best available staff*
- *through state-of-the-art learning facilities*
- *in a school that is leading community development."*



Based on this vision the Board's first three major actions and decisions were to select an Architect, to appoint a Principal and to find a suitable name for the school.



An establishment board is charged with creating a vision for the school, staffing it accordingly, and working with the Ministry of Education and the project manager to create a school environment that reflects the vision. While much of the work is very structured and predetermined by city council and Ministry of Education requirements and the role of the Project Manager (Paul Barnett) the Board has considerable say in ensuring that the input from the





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### Building and Design.

Working with the project manager **Paul Barnett**, the Board worked through a series of tender and contract processes to select the architects for the school. While advice was received on the technical side of design and building a school, the Board's key consideration in choosing Chibnall-Swann as their architect was the ability of the architects **Martin Swann** and **Mira Marovic**

to engage the Board in discussions around design ideas that reflect the vision. The Board was keen to ensure that the design retained a focus on learning, was functional and flexible. These three F's have been key to the Board's deliberations around property.

With sign off completed on the design of the school attention turned to the selection of the builder for the school. The Board of Trustees again was involved in the selection process and used its three F's formula to ensure selection met our aspirational desires as well as the industry standards as advised to the Board. **Ken Duffield**, a

CHIBNALL SWANN

team architecture®

## What's in a name?

'Te Totara Primary School' is the name determined by unanimous, enthusiastic resolution of the Establishment Board of Trustees. Throughout an intensive decision-making process key considerations have been the importance of carrying out appropriate consultation, building accurate historical and environmental knowledge of the area, harmonising with the school's philosophy and vision, fostering a sense of identity with the school and lifting the educational aspirations of the entire school community. This name fulfils these conditions and more.

The Board's approach to Mr Hare Puke for advice and support was a crucial step. Hare is senior kaumatua of Ngati Wairere and Chair of Nga Mana Toopu O Kirikiriroa, which represents the seven sub-tribes (hapu) of Tainui and brings together a large number of kaumatua with specific historical knowledge and guardianship responsibility for the lands of the Waikato basin. Ministry of Education through the Hamilton office had already sought a report on effects on or implications of the proposed development of a new school in terms of Māori cultural values and history of the land upon which the new school was to be sited. A comprehensive report prepared by Wiremu Puke was presented in person to the Board at its meeting on 18 July 2007. The Board is most grateful for this mine of information, deeply considered guidance and inspirational sense of excitement about the development of the area.

'Te Totara Primary School' is situated in a location of ecological significance and historical importance. For Ngati Wairere reaching back well before European settlement times, a prominent aspect of the general area was a peat lake named Tunawhakapeke, which was abundant with tuna (eels) so crucial then for sustaining life and culture. After being drained and developed, the area encompassing the school property and surrounding lands featured stands of native trees and flaxes. Prominent on the ridges were Manuka, Miro, Kauri and indeed numerous majestic Totara with their total capacity to symbolise and engender leadership, mana and stewardship, and their berries containing those seeds of learning to plant in future generations. The overall



landscape supported a thriving lifestyle under and guided by the stars, based on community and sustainability, which Wiremu's report describes in a colourful manner.

Of great importance was the central place of a papakainga (unfortified village) named 'Te Totara', inhabited by Ngati Wairere, Ngati Waikai, Ngati Koura and Ngati Hanui. Its actual site was within what is now called Featherstone Reserve. To quote Wiremu's report: 'According to written accounts of Waharoa Te Puke of Ngati Wairere, Te Totara derives its name from a large Totara tree in the locality. It is unknown exactly where this tree stood, however it was regarded as a Rakau Tipua (a sacred tree).' According to Ngati Wairere kaumatua Mana Martin who died in 2002, Te Totara was last occupied in the 1860s by his grandfather and people connected to him, Hakopa Te Huia a chief who had converted to Christianity. Subsequently, this area was caught up in events that have shaped the land and relationships in different ways. The latest is of course about the rapid expansion of Hamilton City to the northeast, including of course the provision of facilities for learning.

Thus, in summary, 'Te Totara Primary School' acquires its name, a name worthy of the past, symbolic of present aspirations and inspirational for taking us all forward into a bright future.

Extracts from Wiremu Puke's report

Précised by Brian Prestidge – Board Member





Quantity Surveyor was a key adviser in this process and continues to work closely with all the participants in this project to ensure that the best products and services the budget will allow for are used.

**Lobell** Construction company was the successful tenderer and began construction in August 2007. Part of the design and build process has been to ensure that sufficient facilities are built up-front to meet most of the schools anticipated capacity. Chibnall-Swann have designed the school in such a way that it includes proposed extensions to major service features with minimal disruption to school life. The schools information/library centre and its multi-purpose building are both designed and constructed in a way that will be easy to extend. Lobell, as part of its contractual agreement, will have stage 1 of the school – the administration building and two learning pods (equivalent of eight classroom teaching spaces) completed in December ready for occupation before Christmas. Stage two (two more pods and the multi-purpose building) is scheduled for completion and occupation in March but are being constructed at the same time.

Paul Barnett, Chibnall-Swann and Lobell meet with Board representatives regularly to report on progress and to deal with matters that arise. Other firms involved in the construction process are also present as part of these meeting.

### **Appointing Staff**

The three F's have also guided the Board as it considers its staffing. Appointing the Principal was probably the singularly most important and high stakes decision made by the Board. The whole process developed by the Board using their own HR expertise was focused on selecting a

Principal who is learner centred, community focused, creative and innovative, has a distributed leadership style and is a team builder. While being an experienced and accomplished resource manager and leader of learning were expected gives the team builder and community focus became critical factors in selecting the Principal.

The Board and Principal of a new school have a unique opportunity to build a new team from scratch. It is not a case of finding a person to fit into a team or to meet identified gaps and needs, but a case of finding a person with humanistic dispositions who utilises the strengths of people to create the team. **Brian Sheedy** from Parawai School (Thames) was appointed Principal and started work with the Board in May 2007.

Brian has had an immediate impact on the operations of the Establishment Board. With a full time chief executive office it was possible to get on with the important aspect of creating the school as a place of learning with all the integral supports. Brian developed a comprehensive action plan as part of his application for the position. Set alongside the Board's plans these have become a blueprint for the on-going process.

With Brian in the Governance team the process of creating a leadership and learning team began. The appointment of the Deputy Principal was the next step and **Anne Fraser**,



an experienced Deputy Principal with previous Principal experience was able to start at the beginning of term three. This was the start of the focus on learning in the school. Anne is focused on developing the school's curriculum in line with the intent of the draft New Zealand Curriculum. While the new curriculum hasn't been released the school is in the unique position of being able to open in 2008 with its curriculum focused on the "needs, interests and circumstances" of the students. A new school, new staff, and new curriculum is a wonderful opportunity and challenge that Anne is an integral part of.

The important role of Assistant Principal in the leadership team was the next challenge. Finding a person who is compatible with and complimentary to the strengths and abilities of the Principal and DP was the key to filling this position. **Paula Wine** was appointed early August and begins full time in term four. Paula has strengths in science, performing arts, and support for gifted and talented students. Paula is also an immigrant from Canada which brings an important understanding of the global world to strengthen the team.



These strengths have helped create a strong leadership team. Paula's current school has been generous in releasing her one day a week to be part of the growing team.

An Executive Officer and Receptionist have also been appointed and these five people have very quickly taken up the challenge and excitement of being the establishment staff. Both Marise Crow (Receptionist) and Wendy Bulloch have become integral and critical members of the team involved in developing systems and structures to support learning. Wendy comes with strong credentials working in the education sector while Marise has strong customer services experience in the commercial world. This combination is proving invaluable in supporting an establishment team that is future focused supported by strong foundations needed to for running a successful new school.

**By Neil Couch – EBOT Chair**



*Symbolic Stone  
laid under the main entrance to  
Te Totara School*

*The Board of Trustees of Te Totara School acknowledges the support of the companies mentioned in this article for their advertorial support and recommends their services.*

*They can be contacted at*

*Paul Barnett Property Services Ltd*

*Email: [pb.project.man@xtra.co.nz](mailto:pb.project.man@xtra.co.nz)*



*Duffield Murray Consultants Ltd*

*Email: [admin@duffieldmurray.co.nz](mailto:admin@duffieldmurray.co.nz)*



*Chibnall Swann Team Architects Web: [www.chibnallswann.co.nz](http://www.chibnallswann.co.nz)*

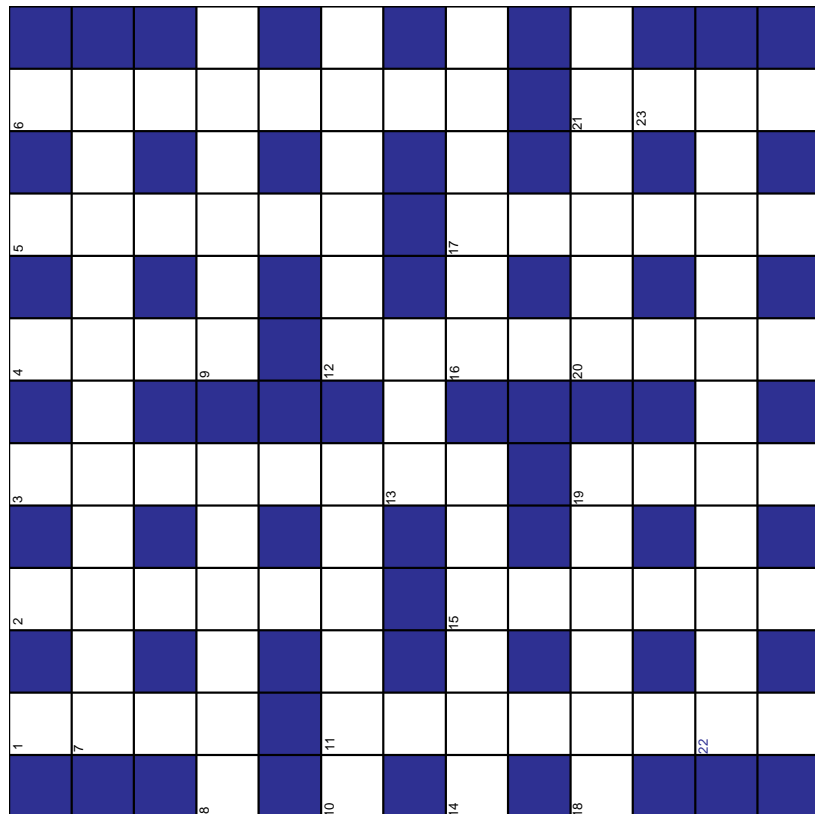
*Lobell Construction Ltd*

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



*Te Totara School will return in Good Teacher Magazine, Term One 2008 and will include building progress, resourcing the school and the Early Childhood Education centre being developed by Barnardos*

## Term Four Crosswords created by Richard Crypt



### ACROSS

- 7 Is he excellent at preparing breakfast as well as making speeches? (11)
- 8 I am pristine? Just the opposite (7)
- 9 Lock party could be permanent (6)
- 10 Pals without tight become devils (6)
- 12 Mr Crosby taking overseas experience. Could fly (6)
- 13 To a point. A digit (3)
- 14 Holy person with fish wanders off (6)
- 16 Worker and the French right provide Buck's topping (6)
- 18 In favour of a century and positive (6)
- 20 The way electrical component cried (6)
- 22 Twenty planks have the game's results (11)

### DOWN

- 1 One cat is extremely small (4)
- 2 Heavenly body placed rear on container (6)
- 3 More than one heathen eats this mess (8)
- 4 Graduate at church produced many an organ recital (4)
- 5 Direst consequence for a lengthy step (6)
- 6 Is she careful too? (8)
- 11 Bury oriental holy man for bank payment (8)
- 12 Ace hobby destruction could sing "Good Vibrations" (8)
- 15 Gold god becomes writer (6)
- 17 Draggars and high risers (6)
- 19 Christmas and a backward boy (4)
- 21 Four points for Latin being (4)

## Good Teacher Magazine Crossword Term Three Solution

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| A | G | R | E | A | B | L | E | G | R | Y |
| N | X | O | G | A | D | O |   |   |   |   |
| S | U | B | S | T | A | N | D | A | R | D |
| I | R | Z | D | I | E |   |   |   |   |   |
| P | P | E | A | S | E | F | I | L | L |   |
| A | A | G | R | I | I |   |   |   |   |   |
| P | I | R | A | T | E | A | D | H | E | R |
| H | T | R | A |   |   |   |   |   |   |   |
| A | D | I | E | U | N | M | B | E | R | S |
| L | S | A | A | C | A | C |   |   |   |   |
| T | A | N | I | H | I | L | A | T | E | S |
| E | O | N | C | O | E |   |   |   |   |   |
| D | S | Y | A | R | D | S | T | I | C | K |

Please photocopy and attempt these crosswords ... this ensures they can be enjoyed by, or can frustrate, more of you!

Answers will be published in Term One 2008.

Those of you who enjoy a challenge might like to send your completed crossword to Good Teacher Magazine before the end of November.

The first correct one pulled from a hat wins a small prize and the dubious honour of acknowledgement.

The first correct Term 3 Crossword was Nigel Fifield from Marton Junction School.

### ACROSS

- 1 Is Pat Timins a drummer? (9)
- 9,19 Eleven plus two? Wrong, Right (6,4,3)
- 10 Desert ship and sail back for these flowers (9)
- 11 Public relations and turning point is practice (6)
- 12 Tag mice in turmoil. It's perplexing (9)
- 13 Evil genetic engineering. Burn! (5)
- 17 Reversed cutter used to be (3)
- 19 see 9
- 20 From Ernest's title, it tolls (3,3)
- 21 An extra, we hear. A purchase (3)
- 23 California, after disturbed rain, may help bruising (6)
- 27 These are binding (9)
- 28 Wearing singlet? Put money in (6)
- 29 Not listening, he knew the score (9)
- 30 Partly Betty rant towards a frightening and overbearing person (6)
- 31 You could use radio sets to realise these heavenly objects (9)

### DOWN

- 2 He could have been a member of Sinn Fein (3)
- 3 Quiet fifty on rim is a promise (6)
- 4 North Island fifty is nothing (3)
- 5 Upset a mantis for endurance (7)
- 6 Himmler's command men embrace word for fencers (9)
- 7 A great leader (9)
- 8 Water and munitions can be found on the beach (9)
- 14 These people attend the queen, amongst others (9)
- 15 Rugby reversals and puddings (9)
- 16 Shoes for the brave? (9)
- 17 Points and the capital of Belgium produce something for Charlotte (3)
- 18 Some modesty would suit a pig (3)
- 22 An almost complete summer frock. Take it off (7)
- 24 Vegetable, the French- German car (6)
- 25 She has nothing on but displays this garment (6)
- 26 Five hundred, old record, stop and rely upon (6)

# Numeracy and Literature

by Andi Adder

**Let's take a new look at some well loved books  
– have you considered using them in a numeracy situation?**

## Junior Titles



### **The Bad Tempered Ladybird – Eric Carle - Picture Puffins**

Enjoy the story all the way through.

Why was the ladybird grumpy?

Point out the times on the clocks. Tell the time on clock before you read each page. The children could manipulate clocks.

Compare the sizes of the animals – discuss the concept of big.

Estimate how many creatures there are in the whole story.

Count with a beadframe whenever the ladybird meets each animal.

Create number sentences to match the story.

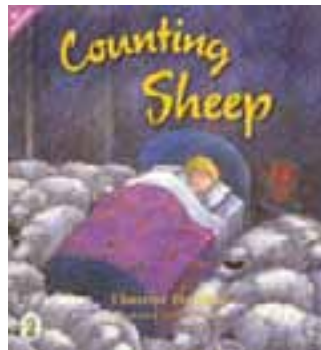
### **The Doorbell Rang – Pat Hutchins**

Enjoy the story all the way through.

How many cookies did each child get when Grandma arrives?

How many different ways could you share 12 cookies?

Model the problem with counters or real cookies.



### **Counting Sheep – Eleanor Hughes - Reed**

Enjoy the story together.

Count the different types of sheep he described.

Count and add the sheep and lambs.

How many times did Ryan go into Mum's room?

In five minutes how far can you count?



### **The Shopping Basket – John Burningham - Collins**

How many items does Steven have to buy?

Find or draw pictures of the items.

How many items was Steven going to have for himself?

Discuss the possible street numbers he might pass on the way to number 25, (starting at different numbers) – bring in a discussion of odds and evens.

Map his journey both ways.

Record the subtraction number stories, e.g. How many items has he got left after the kangaroo took the apples?

### **Mr Archimedes' Bath - Pamela Allen - Collins**



Discuss why children think the water changes level.

What do you think the water changes when e.g. the kangaroo gets out?

Model the problem with a water container and a variety of different weighted pieces of equipment.

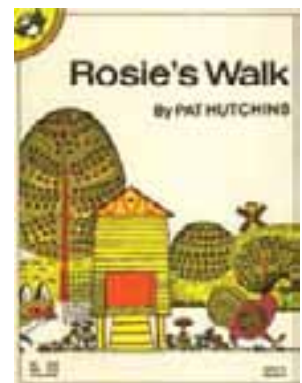
### **Rosie's Walk - Pat Hutchins - Picture Puffins**

Enjoy the story together.

Count the animals.

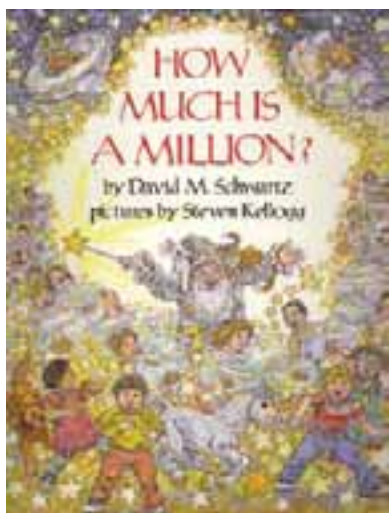
Positional language –create a mural and label.

Innovate on the story- use the adventure playground to create positional text based around a child or children in the class





## Senior titles



### **How Much Is A Million? David Schwartz - Lothrop Press**

If it takes 23 days to count to one million how many days will it take to count to 6 million? 3 million?

How many days will it take to count to half of one million?

What could fit into a goldfish bowl that holds half a million goldfish?

Quarter of a million goldfish?

Three million goldfish?

How many million goldfish would fit into a bowl large enough to hold an elephant?

How many pages would the book be for half of one million stars?

How many pages for 4 million stars?

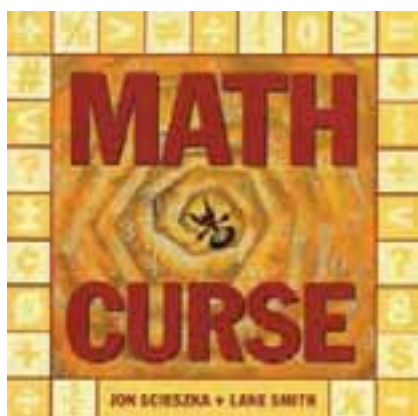
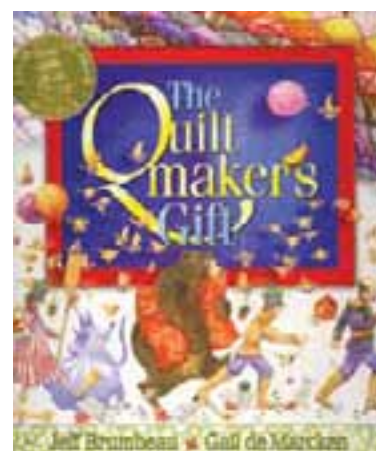
If the book had 210 pages, how many stars would there be?

How many miles would the pages of 3 and one half billion stars be?

### **The Quilt Makers Gift Jeff Brumbeau, Gail de Marcken - Orchard Books**

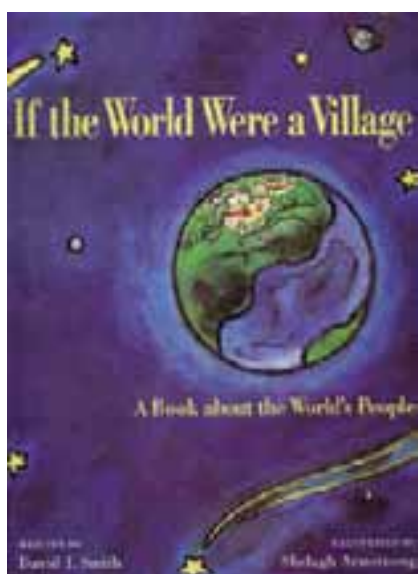
Discuss the shapes you see within the patterns – how were they made?

Create the patterns with crayon and pastel.  
Make a fabric quilt.



### **Maths Curse Jon Scieszka + Lane Smith - Puffin Books**

Look at the problems on each page and discuss the questions in the boxes.



### **If The World Were A Village- A book about the World's People. David J. Smith - Allen & Unwin**

This book could be used in an integrated social sciences unit.

It refers to the world's people of a village of 100. (representing 6 400 000 000)

100 children could be used to represent the statistics outlined in the book.

Timelines can be established.

Graphs– The food the global villagers eat

The nationalities and languages of the global villagers

The ages of the villagers

Create proportional problems – eg what proportion of the global villagers attend school, are unable to read etc.

**The writer would like to acknowledge the assistance of Judith Blake, Donna Barker, Maree Lewis, and Susan Johnson in the preparation of this article.**

### **How about Nursery Rhymes ?**

Units of work on nzmaths website ([www.nzmaths.co.nz](http://www.nzmaths.co.nz))

Algebra level 1

Mary Mary Quite Contrary

Ten in The Bed

Number level 1

Five Little Ducks

*Here goes Lucy again...*

# Thinking About Writing!

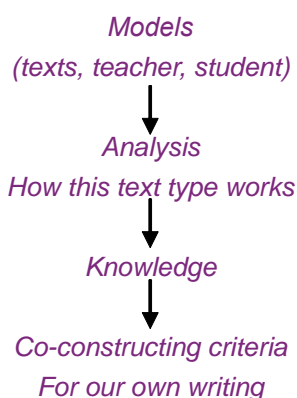
*by Lucy Literacy*

***I often find myself having conversations with teachers around planning for writing and sharing the learning with their students.***

***Teachers I worked with recently had spent a lot of time talking and thinking about how to support emerging and of course fluent writers.***

***After many discussions, it was suggested that there was such a strong link between reading and writing that all new writing should begin with reading.***

*All new writing should begin with reading*



This strong link with reading means that students are immersed in text examples before they enter into the writing process.

Knowing where to start and how to start is so important. Students can unravel text to find out how it all goes together to create the best picture for the reader. They can look at the purpose of the text, the language choice of the author and how the text is structured. All of these together can support students when they have the task of completing a piece of text.

## ***A teacher's story:***

A junior class teacher at Southcity Christian School was reflecting on how her class of year three students were achieving in writing.

She discovered that a lot of her learning conversations with her students were about sorting their ideas so that their writing made sense.

She decided to look at planning for writing from a different angle. She introduced her students to story boarding.

Story boarding is an activity that supports students to organize and order pictures into sequence that makes sense.

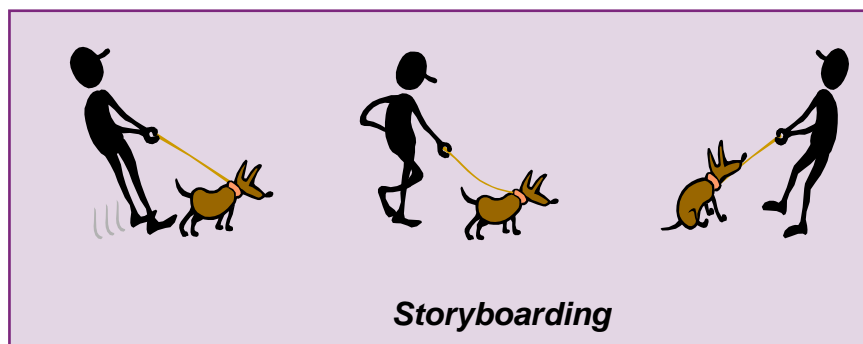
Although this activity is most often associated with Visual Language – Moving Images, it can easily be adapted for other purposes.

Try this activity:

## ***Resources:***

- A story board chart with nine squares
- Some illustrations from a children's storybook
- Pens, blu tac, paper
- Group the students in 3's.
- Pose a problem – script writer has left unexpectedly and has left the job unfinished. There are not enough frames to complete the story board.
- Each group will have to draw the missing frames and decide on the sequence.
- Create the sequence
- This has a deadline – you decide the time frame.
- At the end of the set time, students can share their story board with other groups or the whole class.

When the teacher was thinking about how to work this through with her students, she decided to provide them with a little scenario – “Some one has mixed up all my pictures and I really need you to sort them out for me in a way that you thinks makes sense” ( for this activity the teacher used a collection of simple but explicit pictures).



The lesson went as follows:

**Learning Intention;** We are learning how to sequence our ideas

How will we know we have done this?:

**Achievement Criteria:**

I have:

- Put my pictures in an order that makes sense
- My pictures and my story make sense together

**Lesson Context and Sequence**

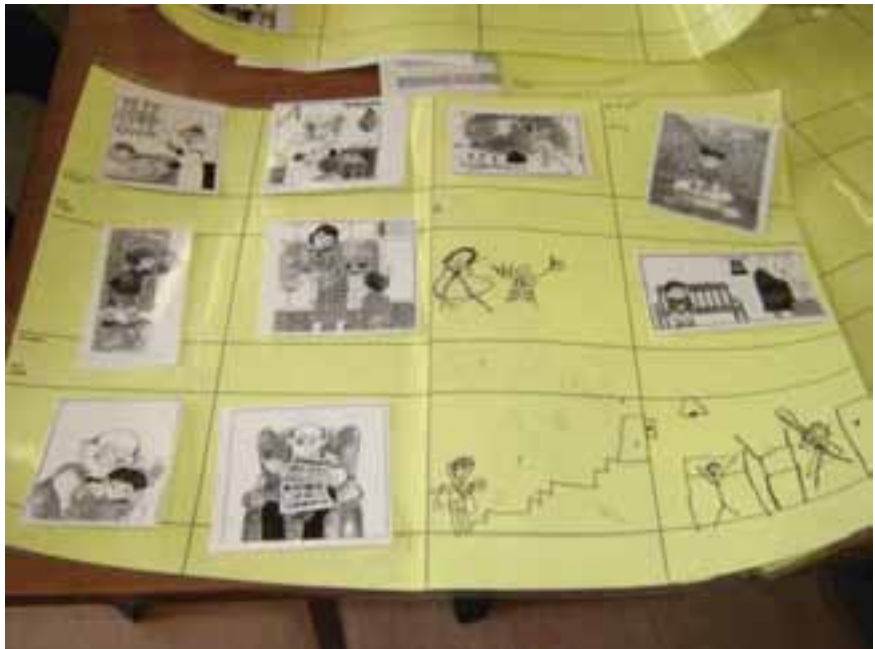
**Key questions / Discussion:**

- Talk about how good writers use pictures and words together to tell a story that makes sense. Talk here about the orientation that writers use eg. First, second, third etc.
- Tell the story about the mixing up my pictures and now I don't know how the story goes together to make sense.
- Explain that we will work in groups to try to make sense of the pictures by putting them in an order that tells story.
- Explain that there are some pictures missing so if they would like to draw some of their own that will help the story to make sense they can.
- Each group will be asked to give an oral retelling of their story
- They will also be able to write their story down.
- Explain that it is so important that we make sure the reader gets the right message. Good readers need to be able to see images in their heads as they read. It is the choices that good writers make, allows them to do it.

It was exciting to see how the groups of students managed to not only sort the pictures but to also add in pictures to enhance their story.

This activity also gave less able writers the opportunity to share their points of view in a supported way

Would you believe it – each group had a slightly different order but guess what – they all made sense!!





# ***“C’est la Fièvre Printanière”***

*It's Spring Fever*

*Whaaa hooo - spring is here and it is time to dance and prance  
with the baby animals of the district of Hinds!*

*Some fascinating animal facts:*

## ***Ducklings***

Ducks are mostly aquatic birds, mostly smaller than their relatives the swans and geese, and may be found in both fresh water and sea water. Ducklings are particularly vulnerable, since their inability to fly makes them easy prey.



## ***Piglets***

A baby pig is called a piglet. Its mother is a sow. Male pigs are called boars.



## ***Cow***

Adult female cows are simply called cows. Bulls are adult male cows. Their babies are called calves.

## ***Bunnies***

Rabbits (bunnies) are found in several parts of the world. Rabbits generally live between four and 10 years. A rabbit's gestation period is 31 days.

## ***Sheep***

The sheep family consists of a ewe (the mother), a ram (the father) and lambs (the babies).

## ***Tadpoles***

A tadpole is the first stage of a frog or toad. They do not have arms or legs until later stages in their lives. Most tadpoles are herbivorous, subsisting on algae and plants.



## School Pet Day

Pet day is looming and pet training has already begun. Children literally pull their desired pet from its mother and raise it. (Overalls, gumboots, caps, used coke bottles with teats, hay, old wooden gates, dog collars and a rope.) These objects are a part of the important ingredients to prepare a pet for the perfect Pet Day. I called in to see Jaidyn's pets on Friday after school, six years old and this dot had her pet Daisy Rose Bumper shadowing her every move. Only 4 weeks old and tame lambie and new mother have completely bonded.

Of all the events on a School's Calendar, Pets' Day has to be the craziest. It absolutely cracks me up. The morning can be reasonably regular and merry as the children bring their spring flowers to school and make spring creations. As the morning ticks on the concrete and classroom is festooned with sand, stems and spring things. Then lunch arrives....and so do the precious pets.

The school yard slowly grows into a hive of activity something like what I imagine a circus to be. Barking, mooing, baaing, neighing, meowing, chirping, yelling – the children and pets alike. Pets' Day is hilarious. Previous adventures on the day have me giggling for the following year. It is always the same, just different kids and new pets.

## Dogs

Mischievous mutts, they are always there and either howling their way or dragging students around. 16th of October 2003... great Dane destroys wee Billy's day by eating the Smiths Persian kitten litter and chasing the Gilbert's 10 year old white bunny across the playground (Billy dragging behind also)...which unfortunately ended in a chewy bony mess.

## Cats

Cats in cages, children poke their forgetful finger in (they have not remembered what happened last year) and get either a scratch or a jolly good bite from Fluffy, Sooty or Todd Blackadder.

## Lambs

The most exciting event in the pet day for lamb owners is the drinking race. All sorts of techniques are trailed to ensure that your lamb comes out with a placing. The most common technique is the size of the hole cut in the bottle teat. Adrenalin runs wild as Snowy won't drink and Spotty is dancing about. Tina's black face lamb is sucking sweetly and her sister Wendy's lamb is running away. Mayhem I can tell you.

## Pigs

What can I say, these blighters root the ground up something wicked! And I won't even mention the squealing!

## Non pet, pets

It never ceases to amaze me what those kids who do not actually have a pet at home, concoct as pets each year. I mean I understand imaginary pets, my imaginary dog Oscar is a girls' best friend just like the eye dog for farmer Brown. Nevertheless rocks are the old favourite in this category. They have a name, an agenda, particular shape for character, colour, accessories the whole works.

The final event of the day is usually the Grand Parade. Children dress their pets up in all sorts of hilarious outfits for the big occasion. There is batman lamb, cat women calf, ballerina puppy in his tutu. So many fancy dress animals it is quite a colourful site.

It's spring fever Pet Day. That is what the name of it is. It just really makes your heart ache, something about it just makes the children go wild.

This has been a piece from the Plains.

**Karen Bennett**





# The Highs and Lows of Living in Cappadocia

Ever had one of those dreams where you are flying through the air with no visible means of support (very much like us teachers), where everything is deadly quiet around you, you have this wonderful view of the surrounding countryside, the wind is ruffling through what is left of your hair, you believe you are one with the gods when suddenly you crash and come to your senses.

Well welcome to hot air ballooning Cappadocia style.

Well the "love of my life Finona" (lomlF) and I, having heard so much about the wonders of this incredible experience decided to save our drachmas and indulge in what was truly one of the most amazing things I have ever done. Although the cost was high, anywhere between 150 Euro and 230 Euro (290 - 450 \$NZ) it was well worth it.

As "lomlF" and I were being paid a pittance it took us some time to save up for this luxury.

When we woke to the sound of the alarm that momentous morning all I could think of was the amount of cheap Turkish wine we'd had the night before. The thought of going sailing with the birds at 1000 ft was not an exciting prospect and it was also only 5.30am. Having dodged the amorous "lomlF" and struggled out of bed, I showered and had my Turkish pick me up, a cup of the tar that they commonly call coffee over here.

Standing on the side of the road at 5.55am I could just get a glimpse of the dawn breaking over the mountains, a very faint pink and gold colour. It was going to be a momentous day.

We had chosen a company that was the cheapest we could find and after much bargaining we had eventually got them to knock 10% off the price on the condition that they could use us as ballast and that we rode on the outside of the basket. (Just kidding). When the van arrived we understood how they could give such a cheap price, as they certainly weren't spending money on transportation.

We arrived at the launch site and Cape Canaveral it certainly wasn't.

Apparently they move the site depending on the wind and conditions on the day. The balloon was draped across the ground like a very large, brightly coloured unrolled French letter. We were invited to partake of croissant and coffee while the menials scurried round getting everything in order.

Suddenly there was the sound of a 747 taking off. My reflexes were up to the challenge and with amazing dexterity and courage I threw myself flat on the ground. Realising that nobody else had been so quick (they were all still standing) I looked around and realised that it was the burner igniting which they required to start to blow up the balloon. Having dusted myself off and tried to remove the goats droppings from my jumper we watched as the aforesaid long tube steadily became more and more rampant until at last there it was fully erect and tugging at the ropes that held it firmly to the ground.

We had decided to take our video camera and to take a film of the experience as most of the kids at the school had never been on a balloon before.

With "lomlF" manning (or should it be womanning) the camera (appropriate, as I am the star of this story) I was helped into the basket by one of the attendants. No brightly coloured uniform for this crowd, it was strictly jeans and jumpers all round. I then very courteously helped "lomlF" into the balloon, along with the other 14 passengers and the 2 pilots. With a roar of the burner and an "up, up and away" they released the ropes and we started to climb



rapidly. It seemed to rise faster than the average plane probably because we were in this small shopping basket that they were using and the feeling of danger was considerably heightened.

The sensation was of absolute freedom. In between the roar of the burner it was deathly still. There was no feeling of rising or falling. Just this sensation of floating above the world. Absolutely wonderful. After 5 minutes we had climbed high enough to witness the glory of the dawn over Cappadocia. The shadows made the landscape even more surrealistic than it was normally, with its natural towers of what is called tufaceous rock standing like a very disorganised army of stone giants.

By the time we were at an altitude where we could see the sun we were approaching Goreme. Here we had



the most amazing view of the towns-people getting ready to start the day. We dropped down to about 50 ft off the ground at this stage and our pilot was able to control the height with the judicious use of the aforementioned burner. With "lomIF" videoing every move we were able to catch a lot of the kids from school on film. In fact once the word got out it was like a veritable pied piper with us being the piper at 50 odd feet and a trail of children chasing us down the road. The kids were popping out of their cave houses like rabbits out of warrens.

What made things more interesting was that we were drifting across town but not in line with the streets. So not only was it a matter of the pied piper and the trail of kids but they were also having to take part in a mini steeplechase as they climbed over the fences and stone walls that surrounded the homes. We left Goreme and the trail of kids and drifted across the landscape for over an hour seeing a small part of this beautiful scenery with its amazing valleys and caves and incredible cave houses.

Eventually we reached the area where we were to land and we began a nice slow descent. Unfortunately nobody had bothered to tell our pilot about the large poplar like tree that was directly between the landing ground and us. No problem to this kamikaze pilot who went straight thru the tree with the only slight problem being the basket tilting over to be level with the ground and the screams of the passengers. A matter of milliseconds later we hit the ground with the same gentleness as a large bag of cement. We were all spilled onto the ground and after we had disentangled ourselves we were treated to a glass of very welcome bubbly. We were then presented with our badly interpreted souvenir certificates to show

that we had survived the experience.

The following day "lomIF" and I were back at school reliving this experience with our kids. What amazed me the most was the absolute delight of the children when they were able to see the view of their homes and themselves from a different perspective. It made me realise how absolutely privileged we are in NZ where we have such incredible opportunities available to us all the time.

Over a few drinks that evening with more of the bad (but cheap) Turkish wine and a couple of the locals we were regaled with stories of how harsh justice was in Turkey. The local innkeeper where we had stayed when we first arrived in Goreme told us of his experience when he was renovating his hotel. The hotel was partially above ground with a few rooms built into the hill face. It was thus thought of as a national treasure which could only be altered by agreement with the local council. Apparently he had permission to change some of the structure but nothing to say he could change the steps leading up to his entrance. After he had finished his renovations he was arrested and charged with altering the steps without authorisation. The judge said to him a number of times "now Mr ..... you didn't alter the steps did you." But being a truthful Turk he replied that he had. He was eventually found guilty and spent some months in prison for this dastardly crime.

One of the things that Cappadocia is famous for is the underground cities. It is believed that there are about 300 of them of all different sizes and types. Some of the cities are thought to be 4000 years old and they are mentioned in the writings of Xenophen of about 400BC. Also Genesis (Gen 23:20, 49:30, 50:13) has mentions of the Hittites and caves. They can be up to 90 metres deep.

There is a theory that they were built (dug) by the Hittites as secure storage areas and then were extended and used by Christians who were being persecuted by the Romans. Other theories are that they were created later

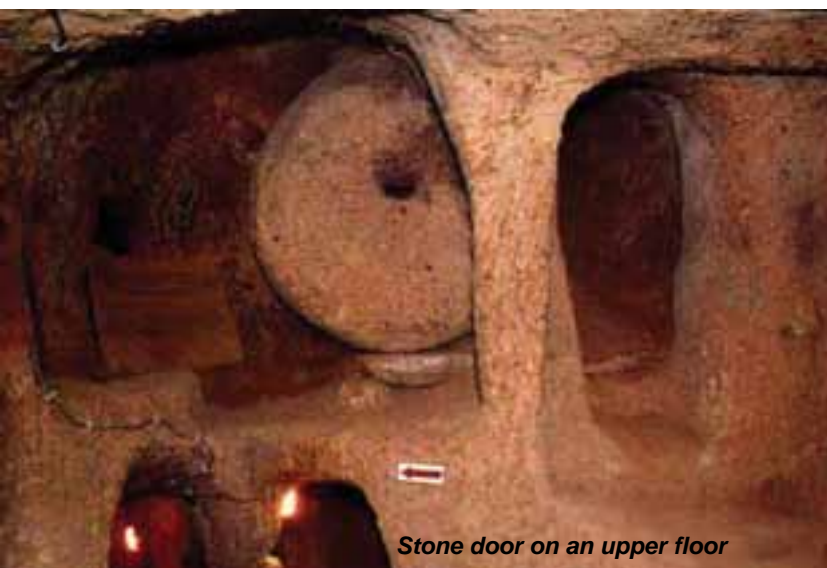


**Two stories of underground living!**

by the Phrygians as a line of defence against the Assyrians or that they were excavated during the Roman or Byzantine times. Its unlikely that they were ever built as a permanent settlement but they were clearly built to withstand attacks and could support large numbers of people and animals for long periods of time. Extensive networks of passages linked family rooms and communal areas where people would meet work and worship. The cities were complete with wells, chimneys for air circulation, niches for oil lamps, stores, water tanks, stables and areas where the dead could be placed until such time as conditions on the surface would allow their proper disposal. Most importantly, carefully balanced stone doors resembling large mill stones about 8 feet across and 2 feet thick were carved out of the rock to quickly block the corridors in the event of attack. Of course they could only be opened from the inside. There was normally a hole in the middle about 6 inches across for the defenders to fire arrows at the invaders and to put a piece of wood through to open the stone door. They were very heavy.

Well, having shown the kids the highs of the area, I thought it would be really good to take them to see the lows of the area as well, as in one of the buried cities.

The one we chose is called Derinkuyu. This city which is about 18 to 20 stories deep was only discovered in 1963 and it is believed that up to 20,000 people lived here. It contains at least 15,000 ventilation ducts, which provided fresh air deep within the bowels of the earth.



**Stone door on an upper floor**



Well we planned the trip for the following Monday and went through the rigmarole of getting parent helpers and permission slips from all the parents. By Friday it was all organised and we proceeded to give the kids the mandatory talk about behaving themselves and that any valuable artifacts found were to be given to one of the 2 teachers ("IomIF" and myself) and that we would have the right to dispose of them as we saw fit.

Monday morning saw all of us arrive at the school at a breathtaking time of 7.30am. It was an hour's drive to the site of the city and by the time we had arrived, unpacked all and sundry and lined up and completed a count it was 9.30.

The city has all the usual amenities found in other underground complexes (wine and oil presses, stables, cellars, storage rooms, refectories and chapels.) What is unique to this city is on the 2<sup>nd</sup> floor a spacious room with a barrel vault (believed to be a religious school), then between the 3<sup>rd</sup> and 4<sup>th</sup> floor is a vertical staircase which leads to a cruciform church on the lowest level. Each floor has a large stone, which can be rolled across to isolate the floor in case of attack.

Things were going really well. We had been to all the niches and I had explained the areas where they crushed the grapes for the wine and where they collected the grape juice, shown them some of the ventilation shafts, and the stables and the areas where they had their candles. We had

been to the vaulted room where in the time honoured manner of all zealots I had sat the children down and talked about religious tolerance especially between Christian and Muslim. Like all Turks they were very polite and listened patiently until I had finished. I suppose I should also point out that the only lighting was a single power line, which ran between the surface and the lowest point, which we reached after navigating the vertical stairs, and we then entered the church. The power line went down the stairs and through the doorway.

Things were going so well that I let my normal attention slip. As previously mentioned there were big millstones at the entrance to each level. They were positioned so that they were on a sloping groove, which sloped so that if the door were unencumbered it would roll closed. The only thing keeping the door open was a rock in the shape of a wedge. Completely secure I thought. Not so when you consider the devious minds of the little genius's in my care. While I was expounding on the masterful way that the past inhabitants had built this amazing church, 3 of my little charmers were struggling to free the door from its encumbrances.

You might wonder what is the worst sound you could ever hear when you are 40 feet underground. No, it's not the sound of an earthquake, it's the sound of rock against rock as a very large and very heavy round rock rolls shut removing any chance of escaping from this underground tomb. This sound was a millisecond ahead of the lights failing as the stone door tore the sole power line to shreds. Ever been in a place that is totally black. It's not a good place to be.

What do you do? Well, on the advice of "IomIF" I asked all the kids and parents to sit down where they were. We then asked everyone if anyone had a lighter or matches. One of my 13-year-olds replied that he had a lighter and produced it and flicked it on. With the ice broken, 10 of the fifteen boys in my class then admitted that they also had lighters. Smoking is endemic in Turkey it seems. Keeping just one lighter going we sat down and looked at our challenges. The door was solid rock. Although it had a hole in the door it could only be opened from our side. It was also bloody heavy. To be able to move it we really needed to get some leverage. There was nothing around. We had really run out of options.

What do you do when everything seems hopeless?

You do what every good teacher does.

Ask for another opinion.

So, I turned to "IomIF" and said "Darling, this was your idea, What are you going to do?" Surprisingly she turned our challenge into a learning experience. She talked to the group and reminded them of our predicament. She then asked everybody to try and remember what was special about this underground city. Silence descended and you could almost hear the cogs clicking over, interspersed with the expletives from the young man holding the lighter as it heated up and burnt his fingers. Good, I thought, until his light was extinguished as the pain became unbearable. No problem as one of the other kids flicked his lighter on.

A lone and plaintive voice spoke in the semi gloom and reminded us that this was one of the few cities that had wooden poles to hold up the passageways. They were normally in the lower levels where the pressure was the greatest. Why didn't we see if we could find a piece of wood and use it to roll the door open.

What a great idea I thought, so without further ado I organised a search party and we moved to the next level down. Brushing past the signs that said Danger etc., we progressed down two further levels only being hindered by rockfalls. These apparently are a problem in this city.

We searched using the light of a lighter and eventually found a piece of wood 1.5 metres long and about 100mm thick. We returned to the church with our precious find, and being in charge of the group I turned the organisation of opening the door over to "IomIF". She organised 3 of the larger male parents to hold on to the wood and poke the other end thru the small hole in the door. She then told them to move to the left holding the wood perfectly stiff. As with our experience with the young Turkish men in Assos (see previous story) they appreciated the direction, especially coming from a woman. However terror overcame pride and they worked together very well. Wonder of wonders the door slowly opened. It was a revelation and I suddenly realised how Jesus must have felt after the crucifixion. Well to cut a long story short we eventually arrived back at school a little late but a lot wiser.

All in all it was a successful day. I wasn't transferred and I think that we all learnt a lot from the experience.

See you next time.



**Ventilation shaft**

**Travelling Teacher**

## Competition ...

# Can you identify your school??

### Competition result from Term Three

Neither of the Mystery Schools in Term Three were identified.

They were

Kaiti School in Gisborne



and Rotorua Boys' High School



If you think **your** school is one of the two mystery schools pictured below ...

- a Write to us identifying your school
- b tell us some of the great things going on there (with photos if you like)

We will publish what you write in the Term 1 2008

**Good Teacher Magazine** - and send you a book for your library.

### Mystery School 1



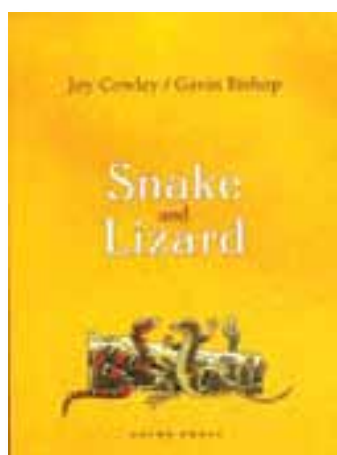
### Mystery School 2



Send your entries by 30th November 2007 to:  
Mystery School Competition,  
George Hudson  
PO Box 5531  
Mt Maunganui 3150

or email to:  
georgehudson1@gmail.com





## *Snake and Lizard*

By Joy Cowley and Gavin Bishop

Gecko Press

RRP\$19.99

Reviewed by Gabriel Ford, aged 9.

This book is by Joy Cowley, who is one of the most well known children's authors in New Zealand. It's a book of short stories and has been illustrated by Gavin Bishop, who is also a famous children's writer and illustrator. So it's not surprising that the book is so good.

Snake and Lizard is a book of short stories that has illustrations all the way through. The pictures are not matching the stories, but there are little bugs and critters in unexpected places!

In the first story Snake and Lizard become friends. All the stories that follow are short fables with a moral to the story. The stories have different feelings to them, some are funny, some are sad, and in fact the stories that are a bit sad are also funny in a strange sort of way. They make you think about them when you've finished reading them. The stories show how two different animals who disagree at times can also be friends.

I liked how the stories were all different, but were joined together by the characters. I liked the way the twists at the end of some of the stories made them surprising and exciting, you almost get a fright they are so surprising.

The pictures are very detailed and look really cool. They are the colours of the desert that make you think of where the stories are set. I especially like how some of the little pictures give you a clue of what is going to happen in the next story. (Actually I didn't notice that until my brother pointed it out to us.)

I would recommend this book for reading aloud to ages 6 and up, and for reading by ages 8 and up. I think teachers would enjoy having it to read to a class because the stories are short but give you a lot to think about.



## *Someday Angeline*

By Louis Sachar

Allen & Unwin

RRP \$17.99

Reviewed by Gabriel Ford, aged 9.

Angeline is a genius. She said her first word when she was a few weeks old. Not only that, but her first word was octopus, which is preposterous. She could play the piano perfectly before ever having a lesson. I've had lots of lessons and it's still not easy!

But being a genius doesn't make all of her life easy because she finds it hard at school. The other children call her a freak, and the teacher doesn't like it when Angeline knows more than her. Luckily Angeline meets a boy called Gary who isn't like the other kids who are mean to her. He's funny, and every joke he tells Angeline is the funniest joke she has ever heard. They are actually really bad jokes, but the kind that kids like. He also introduces Angeline to his teacher, Miss Turbone (or Mr Bone!) They like Angeline for who she is.

This book is funny, and sad, and sometimes a bit strange like Roald Dahl books can be. Louis Sachar will be known to lots of children as the author of Holes, which has been made into a movie. He also wrote the very funny Wayside School books, which I liked.

I would recommend this book for children aged 8-12. It was good and I'm going to read it again.



## *Monkey Come Home*

Written and illustrated

by Bernard Gallate

ABC Books

RRP \$11.95

Reviewed by Miles Ford, aged nearly 7.

Monkey Come Home is a short chapter book and I read it in two days.

The story is about a boy called Avery and a monkey called Earl. Avery finds the monkey in his back garden fighting with Bagpipes, his next door neighbours' cat. He reminds him of a toy monkey he used to have when he was little.

Earl can use a computer. This is the first sign he is not an ordinary monkey. When Avery and his Dad's friend Sam discover how Earl got to where they live, it's just the beginning of the excitement. I won't tell you any more of the story because that would spoil the surprises.

I enjoyed this book because the story was a mystery, and you find out new things every chapter. I think I will read it again, and would recommend it to boys and girls aged 7 and up.



## *Dark Alchemy – Magical Tales from Masters of Modern Fantasy*

Edited by Jack Dann and Gardner Dozois

Bloomsbury - Allen & Unwin

RRp \$29.99

Reviewed by Seamus Ford, age 12.

As soon as I saw the gothic looking black and silver cover, and the names Garth Nix and Eoin Colfer, I knew I was going to want to devour these short stories. Dark Alchemy is a collection of 18 short stories by modern fantasy writers. Some of them, like Garth Nix, Eoin Colfer and Neil Gaiman I had heard of and read before, but others were new to me.

All these fantasy stories are worth reading for fans of this genre. A favourite of mine was Stonefather, by Orson Scott Card. Stonefather is about Runnel, a boy who lives in a small village in the mountain. In this village, and across the land, everyone worships the Water God. Runnel is a very, very average boy, but is tormented by his father. He can bear the beatings of his father, but not the way he is ignored by his brothers and sisters.

Runnell runs away and finds work at the house of the Stonemage in the nearby city. The Stonemage worships the Stone God, and is the only inhabitant who is allowed to have a different god. He is allowed in to protect the stones of this city, but is not considered a threat because he's a lesser mage. The story goes on to reveal that Runnel is not the very, very average boy he earlier appeared.

This book has inspired me to seek out works of some of the other authors, especially Orson Scott Card. There is quite a range of styles in the stories, with some much more complicated and in-depth than others.

Highly recommended for fantasy

The crown is too big and falls over his eyes, so when he's running he crashes into Lion! A perfect fit, Lion is King!

I really liked the picture of the ape, because he's so furry and looked like a giant soft toy. The pig looks like chocolate, and I like the snake's bright dots. This book has colourful pictures and a funny story.

I think this book would be good for children who like colourful picture books about funny things.



## *Living Hell*

By Catherine Jinks

Allen & Unwin

RRP \$19.99

Reviewed by Seamus Ford, age 12

This science fiction book is an exhilarating rollercoaster ride through the lives of the children of the Plexus (a spaceship that has the last remaining humans as its passengers).

The story begins with 17 year old Cheney at a birthday party on the ship. The Plexus comes towards a strange ray, which puts an end to the birthday party as the whole ship is put on red alert. Cheney finds his parents in the main control centre. They go through the ray and it seems that nothing has happened. Of course, because this is just the beginning of the books, things are not what they seem.

Cheney sees that the door into the main control room has turned pink, and it seems that some other-worldly life form is barricading the door. The crew with him in the control room realise that it's not a life form living on the door – the door itself is living! They discover the same thing is happening all over the ship as the Plexus comes to life. And it's not just the core of the ship – the transport vehicles are turning into flesh eating monsters!

As crew and passengers start falling prey to the mysterious killer on the ship, Cheney becomes the protector of the younger children as they lose their families. He needs to find out what's happening before the last humans are destroyed.

Catherine Jinks has written a wide range of stories for children. I enjoyed this one, it was compelling writing, fast paced and the plot had all the twists and turns of a twisty turny thing. I would recommend it for aged 12 and up, it was gruesome at times, and would be too frightening for younger or more squeamish readers.



## *I Am the King*

Written and illustrated by Leo Timmers

Gecko Press

RRP \$17.99

Reviewed by Miles Ford aged nearly 7.

I liked this picture book about a group of animal friends. At the very beginning the lion is asleep in a tree and his crown falls off and lands on Tortoise. Tortoise doesn't know where the crown has come from. Tortoise and his friends take turns at trying on the crown and saying they are the King. But each time one of them tries on the crown, another animal says that THEY should be king because they are more like a king. Then when Ape gets the crown he runs away!

*books and things*



# Delving into the big concepts of science: through picture books

Mary Loveless

*Many teachers approach their science teaching programmes by identifying a topic title such as forces, electricity or friction.*

*This approach identifies a broad label but does not give any indication of the intended science learning and often develops into a teaching unit that is a collection of activities loosely linked to the topic.*

*Such a label also does nothing to enthuse and motivate students about the exciting world of physics, chemistry, earth science or biology.*

*Another approach to planning is to identify the big science ideas or concepts and devise a teaching unit to explore and investigate these ideas.*

*The teaching and learning focus is then centered on a specific concept and the selection of suitable activities and the assessment of the student learning simplified.*

*Subsequently, the process of exploring the science ideas in depth becomes easier without the temptation of going off on a tangent.*

Exploring and sharing the wonderful world of picture books with students can provide an exciting introduction to many science concepts. Picture books also provide a framework that enthuses and motivates students to ask questions, investigate their ideas and suggest solutions. That is, using literacy to communicate and develop science understanding

One book that can be used to support this approach is ***The Lighthouse Keeper's Lunch***,



a delightful story about Mr and Mrs Grinling and the problem of delivering Mr Grinling's lunch to him while he is tending the light. Mrs Grinling dispatches his delicious lunch across a wire between the cottage and the lighthouse but the clever seagulls have discovered this wonderful source of food that appears regularly every day and raid the basket much to the chagrin of Mr and Mrs Grinling. The big question is; how to outwit the seagulls?

The story provides a wonderful opportunity to explore moving things; pushes and pulls, friction and circuits and in the process ensuring that the Lighthouse Keeper gets his delicious lunch. This teaching strategy utilizes the medium of picture books to motivate students to ask questions, pose possible solutions and initiate their curiosity about the world of physics.

*So what are the key concepts in science?*

Unpacking the curriculum objectives and grouping ideas together

could result in a list such as:

- Energy Is All Around Us
- Surviving On Our Planet
- Trends, Patterns and Relationships
- Change And Time

The Lighthouse Keeper's Lunch lends itself to the concept of ***Energy Is All around Us*** and the science ideas:

- Energy has many forms
- Energy can be changed from one form to another
- When forces do work energy changes from one form to another
- Relationships exist between the energy source and its effect

Reading the book raises some interesting science ideas and questions about the science involved with lighthouses?



Some questions that students might ask could be?

- How does the light in the lighthouse work?
- How far does the light shine?
- How tall can you build a lighthouse?
- Would the light go out in the lighthouse if the electrical circuit was covered in salt from the sea?
- What is a pulley? Could Mr Grinling use a pulley to travel across to the lighthouse to fetch his lunch?
- How could Mr Grinling get messages back to the cottage?
- How could you get the basket back to the cottage along the wire?
- Could we use a pulley system to send messages to each other?
- And..... there are many more

## Climbing Baskets - feel the force

### What You Need:

- A 10cm x 15cm piece of thin card
- Two 5cm long pieces of string
- String
- Sticky tape
- Scissors
- Pins



### Make your own climbing basket, using the power of friction

#### What You Do:

1. Draw an outline of a basket on the card, make sure the widest part of the basket is at least 7cm wide
2. Cut out and decorate
3. Using tape, stick the strings next to each other on the back of the basket forming an upside down V. The strings should be about 1cm apart at one end of the basket and about 5cm apart at the other end
4. Cut a piece of string 2m long, thread it through the strings at the two ends of the string hanging below the basket
5. Have a friend stand on a chair and place a pencil through the loop of string at the top of the basket. Hold the ends of the string in your hands and pull down on one end of the string, then pull on the other end. Keep doing this and watch the basket climb
6. As the basket moves up the string, continue to move your arms up and down and wider apart
7. What do you think would happen if you put some oil on the string?



### The Science Ideas: What's Going On Here?

You might expect the basket to slide down the string because of gravity, but another force is holding the basket up when the strings are moved. This force is friction, which acts between the surface of the string and the strings. Friction is a force that works against an object that is moving. Although the string and strings look smooth, when viewed under a microscope they are rough, and the angle of the strings means that they are always in contact with the string. When you pull down on one of the strings, it moves through the string. The microscopically rough surface of the string grips against the string, stopping the basket slipping down. The rougher the two surfaces are, the greater the friction.

Adapted from: <http://www.csehn.ac.uk/edu/edu.htm>

It is also important to link the science to some real life examples where wheels and pulleys are used such as:

Gate Shutting systems such as pool gates

Block and tackle to lift car engines

Sailing tackle to hoist sails on yachts

Closing and opening Roman and Holland blinds

Turn tables – Rotary cow shed, record players, micro wave

So what are some possible activities to find out the science involved in lighthouses but still keeping the focus on the key science concept that Energy is All Around Us?

A teaching sequence might involve some activities such as:

1. Climbing Baskets – feel the force
2. Structure Challenge – Lighthouse Building
3. Lighthouse Circuits – a NEMP task

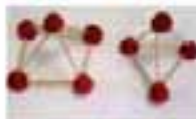
Continued on page 40

## Structure Challenge:

### Lighthouse Building

#### What You Need:

- Jubes or another type of jelly lolly
- Toothpicks



#### What You Do:

Using only toothpicks and jubes make a self-supporting lighthouse.

#### Guidelines for building the lighthouse

- This activity can either be done in groups or individually
  - Each group should receive a set amount of toothpicks and jubes
  - To finish or win the challenge each group should build the tallest lighthouse possible
  - A time limit is optional.
- Other ideas: build a structure that can bear the most weight, a simple structure like a house or bridge or a structure that most resembles a famous building, for example the Sky Tower or the Eiffel Tower.

### The Science Ideas: What's Going On Here?

#### What shapes are the strongest?

Squares and triangles are very strong shapes. If you use both triangles and squares in a structure the tower will be more rigid. Even though the structure appears still, the parts are always pulling and pushing on each other. Structures remain standing because some parts are being pulled or stretched and other parts are being pushed or squashed. The parts that are being pulled are in tension. The parts that are being squashed are in compression.

Strong structures such as towers, bridges and houses have to be able to cope with pushing (compressive) and pulling (tensile) forces. For example, two bricks side by side can withstand pushing forces, but not pulling forces. A rope can withstand pulling forces but not pushing forces. What shapes can you think of that are strong when you push or pull them?

Bridges are great examples of structures that use simple shapes for strength. Triangles form the strongest structure because all three sides bear the load. Compression pushes down equally on two sides of the triangle, creating the base to be pulled equally in two directions, which creates tension. In a square, two sides of the structure bear the load.

Adapted from: <http://www.csehn.ac.uk/edu/edu.htm>

## Light House Circuits



#### What you need:

Battery, Bulb, Wires

#### What you do:

- In this activity you have some equipment, and I want you to try to make the torch bulb shine.

You may not need to use all the equipment.

- When you have made the bulb shine draw a diagram to show how the equipment is put together to make the bulb shine.
- On your diagram, write the labels for the pieces of equipment.

Reference: NEMP Report 1: science 1995  
Page 27



4. Flowing Electricity in Lighthouse circuits– a NEMP task
5. Salty Circuits – Would the light go out in the lighthouse if the electrical circuit was covered in salt from the sea?

After exploring the above ideas ask students the following questions;

**What do you think now?**

**What is the best solution to try to outwit the persistent seagulls?**

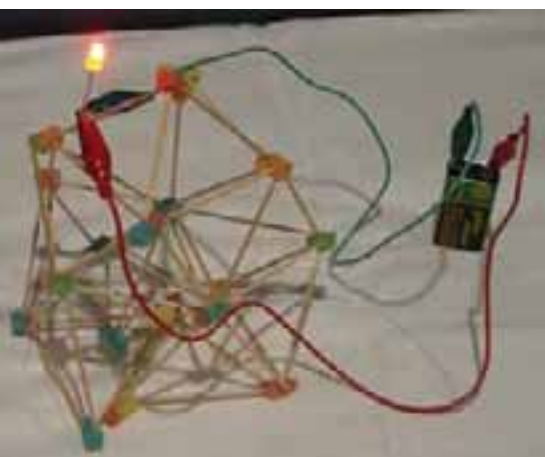
**How can we share the findings?**

It is all about communicating in science;

- Use a digital camera to record what happened, and turn into a digital story
- Record the findings using drawings and diagrams
- Make a big book to share with other students
- Creating a transactional text

Just maybe, Mr Grinling will have to nip back across the wire to collect his lunch himself!!

So, if we watch closely we might just see a beaming lighthouse keeper riding the wire high above the sea as he nips across to the cottage to collect his lunch basket full of sumptuous goodies!!



#### References:

The Lighthouse Keeper's Lunch  
Ronda and David Armitage,  
Publisher: Scholastic Children's Books  
ISBN 0 590 55175 2

## Flowing Electricity in Light House Circuits



**What you need:**  
Battery, Bulb, Wires, Aluminium, Brass, Plastic, Wood, cardboard squares

#### What you do:

In this activity you will be finding out some of the things electricity can travel through

- Connect the battery, bulb and wires into a circuit to make the bulb shine.

**Think first – but do not try it yet.**

Electricity can travel through some things, but it can't travel through everything.

- Look at the objects.
- Which ones do you think electricity can travel through?
- Write down what you think in the table

| I think electricity can travel through these objects | I think electricity can't travel through these objects |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

- Now try it. Now test the objects to see if electricity can travel through them.
- Tick the yes or no box after you have tested each object.

| Object       | Does electricity travel through? |    |
|--------------|----------------------------------|----|
|              | Yes                              | No |
| Plastic      |                                  |    |
| Wood         |                                  |    |
| Grey metal   |                                  |    |
| Cardboard    |                                  |    |
| Yellow metal |                                  |    |

When the toast gets stuck in the toaster some people try to get it out with a knife. It is not a good idea to poke around in toasters with anything.

- What might happen if someone poked something made of the yellow metal in the toaster?
- What might happen if someone poked something made of wood in the toaster?

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#### Salty Circuits:

Would the light go out in the lighthouse if the electrical circuit was covered in salt from the sea?

#### What You Need:

- 9-volt battery
- LED
- Cup of water
- Salt
- Paper towel
- 3 connecting wires

#### What You Do:

1. Connect one end of a connecting wire to the positive (+) side of the battery. Connect the other end to the long leg (+) of the LED. (Figure one)
2. Connect one end of a connecting wire to the negative (-) side of the battery. Connect the other end to one side of the folded paper towel. (Figure two)
3. Connect one end of a connecting wire to the short leg (-) of the LED and the other end to the opposite side of the towel to the other connecting wire. (Figure three)
4. The paper towel is acting as an insulator and will not allow the electricity to pass through it.
5. Pour some water on to the towel until water spreads across it touching where the connecting wires are attached to the towel. (Observe what happens to the LED)
6. While watching the LED get someone to sprinkle salt over the wet paper towel. (What happens to the LED?)



figure one



figure two



figure three

#### The Science Ideas: What's Going On Here?

The dry towel acts like an insulator and will not let the electricity flow through it and complete the circuit.

When you wet the towel the electricity can travel through the towel completing the circuit and lighting up the LED (i.e. it is now able to conduct electricity). There is still a little resistance in the water. When you add salt the water resistance is lessened even more and you should notice that the LED glows a little brighter when the salt is sprinkled over the wet towel. Try it again with a dry towel.

**I Wonder What Would Happen If....**

- I sprinkled a different substance on the wet towel?
- the wires in the circuit were longer?

Mary Louren - Science Advisor  
Idea inspired from Warren Brown, Christchurch

# Fun - Fun - Fun

**Pauline McLeod**

*In Cambridge East School some classes have been involved in different creative problem solving activities. the three problems covered and photographs of activities follow.*

*On a recent visit to Cambridge East School I was involved in working with a teachers and students having an enormous amount of fun and excitement with their students learning.*

*The year 3/4 students were looking at how they could put together a plan which provided a survival strategy for wild animals we could import into New Zealand*

A group of girls had held a sleep-over to put together their ideas on how some koala bears could be looked after if New Zealand was seen as a suitable country for them to be sent to. A box construction was substituted for an enclosure and many issues on survival were being explored. Providing enough of the right gum leaves was a crucial point in their investigation.



Further into the study other students looked at how hippos, rhinos and lions could be invited to live here in New Zealand. (Students looked into how *Maungautautari Ecological Island* was introducing animals into its enclosed reserve.) They contacted Pukeatua Primary School and talked to the students there who are involved in "the kaka squad" feeding the newly released Kaka .

A concern raised was how to provide enough food for grass-eating animals when it rains all winter and the grass gets scarce. Could they be kept behind an electric fence and fed hay like our cows they wondered.

Hamilton zoo personnel were brilliant at responding to students questions about intergrating animals into NZ and ensuring their survival.

challenging of information amongst the groups from the different classes highlighted the learning.. As questioning skills had been a focus they were amazed to hear the depth of learning demonstrated in this interactive dialogue.

As a result of this study teachers have extended their library into an Information Centre.

Librarians now set aside special library time to work with small groups of students to help them focus their research to the appropriate resources and develop the necessary skills for this resource. A huge shift can be seen in these students information literacy skills as a result . Students are gaining confidence and ability to research in the library and use the internet, email and interview people for information.



Teachers from the three classes involved said the sharing and







*A building operation in progress at school, has engaged students from Y1 -3. looking at how people work together to achieve their goal.*

*As this was on site they interviewed the builders about their jobs, gaining instant feed back to questions and an insight into the jobs performed by different people as the building grew.*

*More questions flowed as the construction progressed, teachers and parents were all involved in answering questions and new developments were captured by budding photographers.*

New words, symbols, visual pictures and questions were alive in the classrooms.

Next the students set out to find out how they could assist with the planning of an after school care room. The after-care teacher was interviewed and all students were made aware of her wish-list for this special room..

The budding young builders studied house plans, looked at building materials and drew up a design plan. All groups developed a construction company which managed their finance, advertising and building.

Students were given the opportunity to convert their building plan by making a model. Small pieces of timber specially cut to length were provided by an builder Dad..

On Tuesday excited students arrived at school with builders aprons, hammers, hack saws and were provided with a heavy duty staple gun. A builders table with several vices had been set up, rulers and tape measures, hot glue guns, clear plastic for windows and bubble wrap for insulation.

It was amazing how these construction companies, made up of four or five students worked together to puzzle out their plan and problem solve how the framing was to be made. Window and door spaces had to be determined before the framing was stood up and glued into place. All four frames had to fit together before a roof frame was made.

In the beginning students found the task overwhelming, however leaders emerged and much discussion took place on how to create the framing allowing a bigger space for windows and doors. Students developed new skills using the hot glue guns, saws

and staplers. As these were heavy duty ones, often extra weight was needed to keep it in place to hit the mark!

It was great to see students measuring lengths of wood to fit into the framing, miscalculate and try again or modify their design. One student was seen to make up her own ruler with a length of wood and notches at regular intervals as her ruler was too short. All students were fully engaged with allocated tasks and before long 15 mini models were completed. They did the building trade proud!

When asked what they had learnt; "the need to work together" was the overwhelming answer.

One student said he'd like to be a builder as it was fun using all the builders' tools.

Another student was heard to say he would work faster next time and bring his own knife to cut the wood. When asked why, his response was – 'we took a long time to make decisions and then at the end we had to rush to get finished. I didn't like having to wait in line for a turn with the hack saw'.

Teachers and parents were amazed and so proud of their students achievements they have been given place of honour in the classrooms and are awaiting their final cladding. Students are often seen sweeping them out and discussing different aspects with each other.



# Teacher Ideas

## Things that work for me!

Welcome to our new column .....

Please send Good Teacher Magazine any neat ideas you use that WORK and which you would like to share with others

It's always great to find new ways of doing things or to get a new idea which you can take, develop, expand on and make your own

Meanwhile maths activities are being given a boost as students in the junior classes are busy creating Counting Machines.



Numbers are to go in one end and are operated on and shoot out the answer at the other end.



One girl had made a pipe for the odd numbers to be separated from the even numbers and they would all be subtraction operations going through her machine.



These students know that learning is fun and are being given every opportunity to develop the skills outlined in the key competencies.

With thanks to the staff and students at  
Cambridge East School

## Dollars and Sense

Term 3 in Room 2 at Maungatautari School in rural Waikato is eagerly awaited by the children.

This is the term for playing the Money Game.

### You will need:

- a bank with \$1, \$5, \$10, \$50, \$100, and \$1 000. Numeracy Material Masters have all but the \$50. We made our own with the Principal's face on it.
- a set of rules for how your game will work (fines and bonuses)
- a contract template

### How to play:

On the Monday of each week each student is paid \$250. On Tuesdays they pay \$50 rent for their desk and chair. The reason for this is so that they have an idea of handing over the money.

Each child is responsible for their own money and everyone is encouraged to have wallets or boxes for their money.

Children are encouraged to be entrepreneurial and can make extra money during the term. Biscuit selling, second hand stalls, raffles and various services have all been used this year and some have been very profitable. The kids know that they can only sell things they have made themselves or have checked with their parents.

\$50 instant fines can be given by the teacher for various misdemeanours e.g. misplaced clothing, not having necessary equipment, missing or forgotten exercise books etc.

\$50 bonuses can be paid to those children who complete assignments on time, special duties, achievements etc.

Contracts need to be used in cases where children either join or invest their money in a business. Having templates of a contract is a really great idea.

The bank is open at specific times during the week so everyone can change money.

At the end of the term there is an auction where everyone can spend the money they have saved and earned. The \$2 Dollar shops are great places for items to auction and there are usually some freebies around the school that can also be used.

This is the basics of the game but it can be as simple or as complicated as you want. Some ideas might involve investing money in the bank to encourage saving, buying and selling shares from the NZX, electing a Mayor who contracts out classroom duties for a set fee that has to cover all employees' and the Mayor's salaries and introducing a tax system on sales.

Play this game and you will have children asking every year when they can play it.



# My Christmas Story

"Shush son, it's time to go to sleep. It's been a hard day and I need to spend some time with your mum. We have things we need to talk about. Nothing that concerns you my boy, so close your eyes and go to sleep.

Tell you a story. OK a short one, how about David and that giant Goliath. No? All right what about Moses in the Bullrushes. You want a new story, one that you've never heard before? Well there is one that I've never told you. It's to do with what your Mum and I need to talk about actually, and also about your brother. I know son you never knew you had a brother but you're 10 now. Almost a man and its time you knew.

It was 30 years ago when I was a lad just a bit older than you are. I was 18 as a matter of fact. Only married to your mother for nigh on a year and the proud father of a newly born son.

I was a shepherd in those days near a town called Bethlehem. I remember the night like it was yesterday. It was a night full of miracles and magic, and I swear to you son in the name of Jehovah that what I'm going to tell you actually happened.

I only had 15 sheep to look after that winter but between the 16 of us we looked after over 350. We had camped on the hills overlooking that small town. In fact it was the year of the great census when everybody had to travel to the town of their ancestors to be counted. You have never seen so much traffic on the roads.

Except at night, very few people travelled at night, too many bandits. We had to be extra careful as people were looking for food they could get for free and as far as some were concerned a lamb was merely dinner on the hoof. They tried every trick in the book to lure us away from our flocks but I tell you son I never lost one.

The night was the clearest I had ever seen. The stars were so bright that you felt as if you reached out your hand you could grab a handful. It was cold though. There was a mist hanging over both the town and the countryside like a thick sinuous cobweb.

But the oddest thing, and the thing that really made us wonder was the biggest star I'd ever seen. It had been moving through the sky for a couple of weeks and getting closer and closer to us, dragging its tail behind it. Yes son just like my sheep. And then suddenly it just stopped, right over the top of us with it's tail pointing at us. At first we thought the end of the world was coming. But then we thought it must be a sign of something. We asked ourselves why was it pointing at us.

Anyway the second strange thing that happened was the singing. Now a lot of the shepherds say it was just the wind. But I know it wasn't. It sounded a little like the wind but not just one wind if you know what I mean. It was like all the winds of the heavens had

been gathered up together and they had been blended together into a tune. It was the eeriest, most uncanny sound that I have ever heard. It made you feel so happy except when it stopped. And then I felt so sad. Like someone had come and stolen my heart and left this gaping hole in my chest with nothing to fill it.

And then, and this is probably the hardest thing to believe we saw an Angel. I swear to you son that it's true. It floated above us no bigger than we were, but so bright that when you looked at it your eyes got sore. Almost like looking at the sun but not as bad. But like the sun it cast a lovely light over us. Anyway the angel talked to us. It said that a child had been born in Bethlehem, a boy and that boy would become a King one day. Well if it hadn't come from the lips of an angel we would have laughed. But you can't laugh at an angel. It told us to go to a stable beside the inn and the boy would be there. We were to pay homage to the boy.

Well some of the older men had gone quite white with shock but us young ones though it was pretty exciting. So we gathered up our sheep and brought them down to the stable by the inn. And there

we saw the most amazing sight I have ever seen. In the stable lying on her husbands travelling cloak on a bed of straw (they said later that the baby was in a manger but I reckon they just made that up to make it a better story) with a baby suckling in her arms was the most beautiful woman I had ever seen. Yes son almost as beautiful as your mother. It wasn't as if she was beautiful in the classical Roman or Jewish style at all but it was like all the goodness in the world was shining from her face.

It was truly awesome. The baby had just been born by the look of it and was still looking slightly bedraggled, but the striking thing about them both was that they sort of glowed, like hot embers in a fire.

The father, Joseph was his name, looked like all new fathers do, not glowing but with a beam on his face like you wouldn't believe. I got to know him later but I'm getting ahead of myself. Anyway I was one of the first into the stable because I was one of the fastest, but then I got hauled out by the oldies who wanted to have a look themselves.

Of course by this time we had woken the whole town. You can't drive 350 odd sheep down the main street of a town (especially with it being cobbled) without making some noise. However I felt that what they said about us was a bit over the top. Sure the sheep might have smelt a bit and we might have been a bit raucous but we were doing the Lords work, or at least that's what we told them at any rate.

Well of course this only added fuel to the fire as the saying goes. Well things were going from bad to worse when the most strange thing happened. It was really quite eerie. All of a sudden silence descended over the crowd. It was almost like somebody had thrown a blanket over them.

And then away in the distance we heard the soft clop of camel hoofs on the stones and then the jingling of tiny bells and the sound of harness slowly brushing against itself. And then from out of the mist and the darkness appeared the strangest three men I've ever seen. They were all riding camels, not your everyday camel; these were beautiful animals, proud and regal. Their harness was of coloured leather, and the metal looked like silver and gold it shone so much. One of the men was as black as polished ebony and the other two looked Arabic. Their clothes were of such a rich material that it is hard to describe. They all wore turbans of silk with big brooches of precious stones, probably to stop them from coming apart. They had riding cloaks of the finest white cloth and necklaces and jewellery like you wouldn't believe. Almost like they had stopped just down the road and got dressed for the occasion. I suppose they probably did, come to think of it.

Well they stopped at the edge of the town and asked in very bad Hebrew where was the baby King. The townspeople of course knew nothing about the angel and the message we got so I spoke up and said I could show them. I took them to the stable and they went inside. Apparently they had brought gifts for the baby which they gave to his Mother. They spoke for some time to both of the parents and then after about 3-4 hours they left.

Well with the show over everybody went back to what they were doing, us to the fields and the towns folk back to bed and that would have been the end of it if the cursed King hadn't got involved. Somebody had told him about the baby, and the angel saying he would be king, and the three rich visitors. He was obviously worried about losing his throne and so he ordered all male babies under the age of three in the area to be killed.

What happened to my son, my first born, your brother, yes he was killed as well. What's wrong with my eyes son, they're just weeping because they are sore. Must be the dust in the air. And so my son that's why you have no other brothers or sisters. Your mother refused to have any more children until that monster, that madman died.

Anyway some time later I met the father of the child, Joseph, and we talked about those times. Apparently they were given gifts of gold, frankincense and myrrh. Anyway Joseph, Mary and Jesus, the baby, yes son the same man you saw today on his way to Jerusalem, fled into Egypt. They sold the gifts, but the funny thing was that he said even with the money they got, they would have lost hope without the wishes of peace, goodwill and encouragement that they got from those three wise men.

Now son, its time for you to go to sleep and for your mother and I to talk. I love you son and God keep you too.

Good Teacher Magazine is delighted to reprint Bruce McDonald's 2006 Christmas Story following requests

