Get fit, work out for free and raise money for your school

Teachers around the country, along with their partners, are eligible for a free one month’s trial at Les Mills, simply by enrolling their school in the Les Mills School of Fitness programme.

The programme, piloted in New Lynn, Auckland in 2006, and now being rolled out nationwide, offers teachers, parents, family friends and relatives of pre-school, primary and intermediate students, free gym trials, plus the ability to earn sports equipment for their school each time they work out.

Teachers have an enormous influence on their pupils and are encouraged to be health and fitness role models.

Teachers who take part in the Les Mills School of Fitness will have their resting heart rate recorded at the beginning, during and the end of the school term.

In addition, teachers and their partners will be able to work out for free with a one month’s trial at Les Mills.

For teachers with a current Les Mills membership, and whose school signs up to the programme, Les Mills will donate $30 to their school sports equipment fund to thank them for continuing to be a healthy role model for their pupils.

The school with the highest percentage of teachers in the healthy zone (75 beats per minute or under) can win hundreds of dollars of sports equipment for their school.

The programme also offers ‘tickets to exercise’ for parents, family friends and relatives, giving them a free 34 day trial at a participating Les Mills Gym. Each time they enjoy a workout, a donation of $1 will go directly to the school to purchase sports equipment.

The programme is supported by a Les Mills instructor who visits the schools for fun and fitness sessions. The school also receives signage to promote the schools participation as well as on-line updates on how their teachers are performing in the inter-school competition.

“Most of the healthy zone participants would not have a regular exercise habit and this programme is a fantastic way to get them believing that they are able to do it,” says Mr Zondag.

“Many staff who were interviewed commented that, ‘it is not only the staff who help these children but the [fellow] students have their own way of interacting and helping... Again, it’s the culture that embraces these students, helps to place them in a caring environment and comforts their need to gain recognition through inappropriate means’.

Ms Pohio says that Hora Hora School works hard to remove any barriers for families. Tangible elements of the school culture include an open door policy, welcoming parents into classrooms, and families such as an annual food festival and family BBQ.

‘Every child at our school knows that statement, but more importantly, they know what it means,’ says Mr Newman.

‘We feel we’re doing great things here at Hora Hora, and it’s been wonderful to see that dedication in Karen Pohio’s report’, says Mr Newman.

Mr Newman says his team have welcomed Ms Pohio’s report as independent affirmation of their approach. "We feel we’ve done great things here at Hora Hora, and it’s been wonderful to see that dedication in Karen Pohio’s report. ‘We’re very proud of our students, our staff and our wider school community.’"
Violence directed at teachers is not a new thing. Anyone dealing with teenage boys has had to deal with aggression, and we respond in different ways. A family group hug? Tears will flow from suitably embarrassed parents who will no doubt be entitled to ACC compensation or WINZ support or perhaps a New Year’s Honour. The teenage boy will stare sullenly, grunt occasionally and fold his arms. He’ll not try to share his feelings.

The teacher will accept all blame, because that’s what teachers are trained to do. It’s what the TRB, The Ministry, ERO and all the other acronyms expect of teachers.

The violent behaviour isn’t new. Not so long ago we had Special Education to deal with unwrily behaviour. We had borstals for the worst but we had psychologists and special ed centres for the not so bad.

And then we had mainstreaming which is fine for the kids for whom mainstreaming was good but not for all of them. The pseudo-socio-paths – no, not for all of them. The streaming was good but for the worst but we had borstals.

And for the cherry on top, let’s increase the school leaving age so that the lads who’d rather be driving tractors have to stay at school and learn Shakespeare. That won’t annoy them as much that they have to hit something or will it.

The stabbers and the punchers and the swearers just all need to be loved more. The teachers just all need to be paid less and some prefer to run around in an excited manner. Others prefer electronic media and a small few prefer books. Some like sittin’ still and some like to dress up as super heroes. And some prefer the magical medium of a computer.

And for thecher on top, let’s increase the school leaving age so that the lads who’d rather be driving tractors have to stay at school and learn Shakespeare. That won’t annoy them as much that they have to hit something or will it.

The stabbers and the punchers and the swearers just all need to be loved more. The teachers just all need to be paid less and some prefer to run around in an excited manner. Others prefer electronic media and a small few prefer books. Some like sittin’ still and some like to dress up as super heroes. And some prefer the magical medium of a computer.

The Ministry survey was based on roll predictions given to schools in September the previous year – and this year the ministry seriously underestimated the staffing in 74 per cent of secondary school’s, she said. “That is 572 equivalent teaching positions.

We have had at least three meetings with the ministry to point out the inaccuracies of this survey, but so far nothing has been done to fix these flaws.”

The ministry’s survey provided a very limited picture of the staffing shortages in schools and did not monitor whether a position had been appropriately filled, or even filled at all. Ms Gainsford said. It also did not count situations where a school has given up advertising a position and dropped a particular subject, she said.

“Why we’ve called for an independent body to properly ascertain the staffing situation in schools.”

Ms Gainsford also said that in a recession teacher supply would improve temporarily. But we need to be looking at the bigger picture or we will lose our best and brightest when economic circumstances pick up,” she said.

PPTA president Kate Gainsford is calling for an independent look into school staffing vacancies. The Ministry MoE underestimated staffing in 74 per cent of secondary schools.

Claims by the ministry that 9.6 per cent of teaching positions were filled were based on inaccurate figures from a flawed survey, Ms Gainsford said.

The ministry survey was based on roll predictions given to schools in September the previous year – and this year the ministry seriously underestimated the staffing in 74 per cent of secondary schools, she said. “That is 572 equivalent teaching positions.

We have had at least three meetings with the ministry to point out the inaccuracies of this survey, but so far nothing has been done to fix these flaws.”

The ministry’s survey provided a very limited picture of the staffing shortages in schools and did not monitor whether a position had been appropriately filled, or even filled at all. Ms Gainsford said. It also did not count situations where a school has given up advertising a position and dropped a particular subject, she said.

“Why we’ve called for an independent body to properly ascertain the staffing situation in schools.”

Ms Gainsford also said that in a recession teacher supply would improve temporarily. But we need to be looking at the bigger picture or we will lose our best and brightest when economic circumstances pick up,” she said.

The Ministry survey was based on roll predictions given to schools in September the previous year – and this year the ministry seriously underestimated the staffing in 74 per cent of secondary schools, she said. “That is 572 equivalent teaching positions.

We have had at least three meetings with the ministry to point out the inaccuracies of this survey, but so far nothing has been done to fix these flaws.”

The ministry’s survey provided a very limited picture of the staffing shortages in schools and did not monitor whether a position had been appropriately filled, or even filled at all. Ms Gainsford said. It also did not count situations where a school has given up advertising a position and dropped a particular subject, she said.

“Why we’ve called for an independent body to properly ascertain the staffing situation in schools.”

Matariki and Māori Language Week are coming up and NiE have four great resources coming out over four different levels in June. Contact NiE to place your order today for these terrific resources as numbers will be limited.

Each mini newspaper comes with teacher notes that outline curriculum links, extra information and activities, and complimentary copies of your local Fairfax Media newspaper.
Some children can hear but have trouble understanding what they hear

This could be an Auditory Processing Disorder

Auditory Processing Disorder (APD) can adversely affect comprehension, reading, decoding, listening, language development, educational achievement and behaviour.

Auditory Processing Disorder (APD) is a disorder in which the ears process sound normally but the brain cannot always understand or hear.

Children with APD may exhibit signs of hearing loss, especially when there are competing sounds or even moderate levels, yet they pass standard hearing tests conducted in quiet.

Despite having normal intelligence they may need instructions repeated and may have difficulty following directions in the classroom. In particular they may not respond appropriately to instructions that are lengthy or that include more than one step.

Audiolist and CEO of SoundSkills, Dr Bill Keith, says "APD affects an estimated five per cent of children (more boys than girls) and most go undiagnosed."

The team of experts at SoundSkills is dedicated to diagnosing and treating APD. SoundSkills audiologists, speech therapists and education adviser provide specialised testing and individually tailored remediation programmes.

"APD can present as a learning or behaviour problem and can cause under-achievement because these children are missing out on vital information," says Dr Keith.

"The problem lies in the hearing pathways and nerve fibres in the brain. Children are unable to extract the message that they need to from all the sound and noise around them. Or they have trouble retaining auditory information unless it is brief."

There are several and varied definitions of dyslexia but the problem with many of these are that they often include components that have little or nothing to do with the key concept.

In a paper entitled Defining Dyslexia, published in the latest issue of the Journal of Learning Disabilities (the leading scientific journal in the field of learning difficulties) Prof. William Tunmer and Dr Keith Greaney from Massey University draw on contemporary theory and research on reading development, reading difficulties and reading intervention to develop an up to date scientific conceptualization of dyslexia.

The condition requires specialised testing and assessment, and individualised treatment. A multi-disciplinary team approach is required. But, says Dr Keith, "the good news is that there is now robust evidence for the effectiveness of a number of interventions."

Information for the child, family and teachers so they understand the problem and learn some simple techniques to reduce the effects.

- Hearing training therapy to improve listening skills.
- Language therapy to improve understanding.
- Fitting of a personal “FM” listening device (specialised for APD), particular for classroom use, to transmit the voice of the teacher clearly, so that distance and background noise are no longer a problem.

The exciting conclusion from recent research at the University of Auckland by Dr Suzanne Purdy and her colleagues is that FM usage can lead to an improvement in auditory skills so that use of the FM system may not be permanently necessary.

The condition often occurs in conjunction with other areas of difficulty such as Attention Deficit Hyperactivity Disorder (ADHD), Language and Phonological Awareness problems, and reading disorder. It can be the underlying cause of language, spelling, reading and learning disorders.

The underlying auditory problem should be addressed before trying to remedy the language, spelling, reading or learning difficulties.

The condition requires specialised testing and assessment, and individualised treatment. A multi-disciplinary team approach is required. But, says Dr Keith, "the good news is that there is now robust evidence for the effectiveness of a number of interventions."

These are:

- Information for the child, family and teachers so they understand the problem and learn some simple techniques to reduce the effects.
- Hearing training therapy to improve listening skills.
- Language therapy to improve understanding.
- Fitting of a personal “FM” listening device (specialised for APD), particular for classroom use, to transmit the voice of the teacher clearly, so that distance and background noise are no longer a problem.

The condition often occurs in conjunction with other areas of difficulty such as Attention Deficit Hyperactivity Disorder (ADHD), Language and Phonological Awareness problems, and reading disorder. It can be the underlying cause of language, spelling, reading and learning disorders.

The underlying auditory problem should be addressed before trying to remedy the language, spelling, reading or learning difficulties.

The condition requires specialised testing and assessment, and individualised treatment. A multi-disciplinary team approach is required. But, says Dr Keith, "the good news is that there is now robust evidence for the effectiveness of a number of interventions."

These are:

- Information for the child, family and teachers so they understand the problem and learn some simple techniques to reduce the effects.
- Hearing training therapy to improve listening skills.
- Language therapy to improve understanding.
- Fitting of a personal “FM” listening device (specialised for APD), particular for classroom use, to transmit the voice of the teacher clearly, so that distance and background noise are no longer a problem.

The exciting conclusion from recent research at the University of Auckland by Dr Suzanne Purdy and her colleagues is that FM usage can lead to an improvement in auditory skills so that use of the FM system may not be permanently necessary.

The condition often occurs in conjunction with other areas of difficulty such as Attention Deficit Hyperactivity Disorder (ADHD), Language and Phonological Awareness problems, and reading disorder. It can be the underlying cause of language, spelling, reading and learning disorders.

The underlying auditory problem should be addressed before trying to remedy the language, spelling, reading or learning difficulties.

The condition requires specialised testing and assessment, and individualised treatment. A multi-disciplinary team approach is required. But, says Dr Keith, "the good news is that there is now robust evidence for the effectiveness of a number of interventions."

These are:

- Information for the child, family and teachers so they understand the problem and learn some simple techniques to reduce the effects.
- Hearing training therapy to improve listening skills.
- Language therapy to improve understanding.
- Fitting of a personal “FM” listening device (specialised for APD), particular for classroom use, to transmit the voice of the teacher clearly, so that distance and background noise are no longer a problem.

The exciting conclusion from recent research at the University of Auckland by Dr Suzanne Purdy and her colleagues is that FM usage can lead to an improvement in auditory skills so that use of the FM system may not be permanently necessary.

The condition often occurs in conjunction with other areas of difficulty such as Attention Deficit Hyperactivity Disorder (ADHD), Language and Phonological Awareness problems, and reading disorder. It can be the underlying cause of language, spelling, reading and learning disorders.

The underlying auditory problem should be addressed before trying to remedy the language, spelling, reading or learning difficulties.

The condition requires specialised testing and assessment, and individualised treatment. A multi-disciplinary team approach is required. But, says Dr Keith, "the good news is that there is now robust evidence for the effectiveness of a number of interventions."

These are:

- Information for the child, family and teachers so they understand the problem and learn some simple techniques to reduce the effects.
- Hearing training therapy to improve listening skills.
- Language therapy to improve understanding.
- Fitting of a personal “FM” listening device (specialised for APD), particular for classroom use, to transmit the voice of the teacher clearly, so that distance and background noise are no longer a problem.

The exciting conclusion from recent research at the University of Auckland by Dr Suzanne Purdy and her colleagues is that FM usage can lead to an improvement in auditory skills so that use of the FM system may not be permanently necessary.

The condition often occurs in conjunction with other areas of difficulty such as Attention Deficit Hyperactivity Disorder (ADHD), Language and Phonological Awareness problems, and reading disorder. It can be the underlying cause of language, spelling, reading and learning disorders.

The underlying auditory problem should be addressed before trying to remedy the language, spelling, reading or learning difficulties.

The condition requires specialised testing and assessment, and individualised treatment. A multi-disciplinary team approach is required. But, says Dr Keith, "the good news is that there is now robust evidence for the effectiveness of a number of interventions."

These are:

- Information for the child, family and teachers so they understand the problem and learn some simple techniques to reduce the effects.
- Hearing training therapy to improve listening skills.
- Language therapy to improve understanding.
- Fitting of a personal “FM” listening device (specialised for APD), particular for classroom use, to transmit the voice of the teacher clearly, so that distance and background noise are no longer a problem.

The exciting conclusion from recent research at the University of Auckland by Dr Suzanne Purdy and her colleagues is that FM usage can lead to an improvement in auditory skills so that use of the FM system may not be permanently necessary.
FEATURE

Does your student have difficulty in writing?

There are children, who despite good teaching, cannot produce nice neat handwriting.

Dysgraphia is a difficulty in writing coherently, if at all, regardless of ability to read. People with dysgraphia often can write, and may have a higher than average IQ, but lack coordination, and may find other fine motor tasks such as tying shoelaces difficult.

An unusual pencil grip, poor spelling and poor sequencing; poor drawing and placing fine motor co-ordination; poor visual processing and visual perception are often clues to dysgraphia.

Having dysgraphia has nothing to do with how clever the person is. Very often these children are bright with good reading skills. This makes it hard for teachers to understand why they don’t seem to be able to produce the required standard of written work. They are often labelled as lazy or not trying although in reality they are doing their best.

Over time this causes emotional distress in the child.

Types of Dysgraphia

With dysgraphic dyslexia, spontaneously written work is illegible; copied work is fairly good and spelling is bad.

Motor dysgraphia is due to deficient fine motor skills, poor dexterity, poor muscle tone, and/or unspecified motor clumsiness. Generally, written work is poor to illegible, even if copied by sight from another document.

Letter formation may be acceptable in very short samples of writing, but this requires extreme effort and an unreasonable amount of time to accomplish, and cannot be sustained for a significant length of time. The learning of keyboarding skills is often a solution for these students.

Treatment for dysgraphia varies and may include treatment for motor disorders, help control writing movements, occupational therapy should be considered to correct an inefficient pencil grasp, strengthen muscle tone, improve dexterity, and evaluate eye-hand coordination.

Dysgraphic children should also be evaluated for ambidexterity, which can produce the required standard of written work.

Dyslexia – An adult dyslexic perspective

(From p3)

New York Times, an American study, reported in the New York Times, found much the same as their British counterparts. It has long been known that those who struggle with reading and writing difficulties, dyslexics can be extraordinarily creative, manipulating their way around problems and perceived obstacles. Dyslexics can be extraordinarily creative, that is, using the dyslexia to their advantage.

Further, the research highlighted that on the one hand, you have the academic fraternity who may not have the skills or inclination to take ideas to the market and on the other hand, you have natural entrepreneurs who are being failed by the school and the education system.

The academic successful career is measured by their peers on the number of doctorates, diplomas, certificates they have accumulated, or the number of professional development courses they have attended. The entrepreneur is measured by society on his, or her wealth in assets accumulated, patents, real estate, businesses, charitable donations etc. The market ultimately provides jobs, creates products and services and then pays the taxes that fund education.

A comparative 2007 Ameri- can study, reported in the New York Times, found much the same as their British counterparts, that it has long been known that those who struggle with reading and writing difficulties, dyslexics can be extraordinarily creative, manipulating their way around problems and perceived obstacles. Dyslexics can be extraordinarily creative, that is, using the dyslexia to their advantage.

The learning of keyboarding skills is often a solution for these students.

Does your child or someone you know need help?

Do they:

• Find it difficult to spell?
• Find it difficult to read?
• Appear not to listen to you?
• Have difficulty with comprehension?
• Find it difficult to transfer thoughts onto paper?
• Have difficulty in remembering more than one or two instructions?

Steps – Helping learners

Identifying and catering for dyslexic learners - and others with processing difficulties - is a major challenge for schools and parents. Despite average or above average intellectual ability, these learners often have a range of processing difficulties which affects their literacy development and sometimes prevents them from accessing the curriculum at their intellectual level.

Dyslexic people learn differently, not worse, than their classmates, that it has long been known that those who struggle with reading and writing difficulties, dyslexics can be extraordinarily creative, manipulating their way around problems and perceived obstacles. Dyslexics can be extraordinarily creative, that is, using the dyslexia to their advantage.

The learning of keyboarding skills is often a solution for these students.

Danks Davis Tutoring

For Bright Children and Adults who aren’t Learning™

For more information contact Zannie Davis
Phone: (09) 818 8187
Email: zannie@adactia.co.nz

Seven Steps to Literacy Success™ – Opening the Mind to the World of Words™

They May Be Dyslexic

The Danks Davis method of tutoring can help overcome such problems.

www.danksdavisdyslexia.co.nz

For more information contact Zannie Davis

Monday, 24th May 2010

EDUVAC 4
Technology used to connect authors and readers

BookTalks – an initiative using online technology to link authors and readers, was launched recently to coincide with the NZ Post Book Awards.

Organised by research and professional development organisation CORE Education, BookTalks will utilise the internet video telephone system Skype to allow readers, initially in schools across the country, to talk on-line with their favourite authors and illustrators.

Already nearly 30 prominent authors from around NZ have signed up for BookTalks, and internationally renowned author Margaret Mahy has agreed to be the BookTalks Patron. Using the BookTalks.org.nz website, schools can go on-line and select which author they would like to connect with. CORE Education will then look at availability and match up authors with schools. Authors will receive a fee for their session and a small charge will cover administrative costs. “It’s wonderful to be able to talk live over the internet, and it adds a coolness for the kids to say they talked with an author using Skype,” The Woorky Donkey author Craig Smith says.

Mr Smith skyped a pilot BookTalks session with children at Outram School near Dunedin. “I’ve skyped heaps, but this is my first performance via Skype. It was fantastic,” he says.

The Outram children asked Mr Smith why he wrote the story, how long it took him, whether he had other stories and even how to pronounce “hee-haw”. Outram School principal Greg Carroll said the BookTalks session was a highly valuable programme because it brings people into the classroom who couldn’t actually physically be there.

It is a good opportunity for the kids to engage with a real person, to be able to see them, someone who can’t obviously visit our school but the children can still talk to them, engage with them, have a conversation with them about their book and about the process and about what it means to be a real author,” Mr Carroll said.

“It was great. The kids had a ball, they really enjoyed it,” CORE Education project manager Matt Tippen has received support from BookTalks Patron Craig Smith says.

Using the BookTalks.org.nz website, schools can go on-line and select which author they would like to connect with. CORE Education will then look at availability and match up authors with schools. Authors will receive a fee for their session and a small charge will cover administrative costs. “It’s wonderful to be able to talk live over the internet, and it adds a coolness for the kids to say they talked with an author using Skype,” The Woorky Donkey author Craig Smith says.

It is important, however, that dyslexic gifted students, similarly, their dyslexia of-""
Teach in Singapore

Pre-School & Primary Teachers to start Jan 2011

• Non-smoking teachers needed for private English Centre with small classes from pre-school to secondary (3 yrs to 16yrs)
• Teaching couples or singles without dependent children
• Airfare, medical, housing and shipping benefits

E-mail or fax your CV and a request for our application form/ info pack to:
e-mail: principal@glenbrae.school.nz
e-fax: (65) 6534 2624

All applications to be received by June 11th.

PRINCIPAL

WINDY RIDGE SCHOOL

Windy Ridge School is a thriving and successful learning community seeking a new leader. If you have the energy, commitment and skill to lead a strong motivated team focused on student achievement then we ask you to apply. An experienced and supportive Board is part of the package, thrown in at no extra cost.

Located in Glenfield on the North Shore, Auckland, Windy Ridge School is Decile 7 with a roll of 200-220 students Year 1 to 6. An information pack including the application form can be obtained from:
The Secretary
WINDY RIDGE SCHOOL
Seaview Road
Glenfield 0629
AUCKLAND

Applications close and referee reports are due by 4.00 pm on Friday the 4th of June 2010 and are to be directed to the Board Chairperson at the address above.

Resources of Teachers of Learning and Behaviour

GLENBRAE SCHOOL

RTL.B Permanent Position (re-advertised)

Based at Glenbrae school, part of the Tamaki Cluster. Strong interpersonal, organisational and networking skills essential.

We seek an effective, experienced NZ Registered Teacher with a thorough knowledge of the NZ Curriculum and an enthusiastic approach.

Recent classroom experience preferable. Training mandatory when available.

Current driver’s licence and own vehicle necessary.

Applications close 4th June, 2010. Visits are encouraged. Phone 09-528 5025.

E-mail: principal@glenbrae.school.nz

ROWANDALE SCHOOL

Scale A – New Entrant Teacher – Permanent

Our Junior School is amazing! We have a wonderful opportunity for a special person to come and join our team.

We are looking for an experienced educator who is a team player open to new and innovative ideas. Are you confident with planning and the curriculum, positive, knowledgeable about latest theories and practices, interested to learn more about ‘what makes a difference’, passionate about teaching juniors and ready to give your energy and drive to a school with an exciting future?

If this is you, we have a wonderful class of eager children ready to be led and inspired at the beginning of Term Three.

If you want to be part of a fantastic team of teachers and come on an adventure with us, please contact the Principal, Judi McLauchlan on 09-287 6663 to learn more or send your CV with a covering letter stating your strengths to principal@rowandale.school.nz or post to 73 Rowandale Avenue, Manurewa, Auckland 2102.

Applications close 5.00 pm, Friday 4th June, 2010.

DRURY SCHOOL

Part Time 0.7 Reading Boost Teacher – Fixed Term

We seek an experienced, motivated NZ Registered Teacher with sound curriculum/interactive literacy knowledge and skills to provide small group remedial reading boost, primarily in the Year 5-6 area of our school.

Drury is a well resourced school with a very supportive staff and Board.

Appointment is for the remainder of school year and possibly 2011. Start date negotiable but preferably as early as possible.

Appointment will be made as and when suitable applicant is found. Visits welcomed.

Position not suitable for B.T.

Applications should include C.V. covering letter stating appropriate strengths and names of two referees and SAE to: The Principal, Drury School, Young Crescent, Drury. Phone 09-294 8552. E-mail: principal@drury.school.nz

Petone Central School

A full primary, multi-ethnic school with a strong immersion Maori unit at the centre of progressive Petone. The school has a strong culture based on its values. The main foci are student achievement, environmental education, working with its community, and learning languages.

Deputy Principal (2 permanent units)

We are seeking a teacher with sound and effective pedagogies to continue with quality teaching for a diverse student population. The appointee will have strengths and experience in pedagogic and cultural leadership. The job description is posted on our school website.

Strengths in language acquisition pedagogies, numeracy, teaching thinking skills, inquiry learning and ICT are desirable. The position starts on 9 July 2010 or a date in Term 3 to be negotiated.

Applicants to have current NZ teacher registration. Apply through a letter and CV to the principal, 1B Hermitia Street, Petone, Wellington.

Those who apply via email can do so by sending applications to isaul@petone-central.school.nz

Further enquiries to the principal at the email address stated or at 04 568 7974 or 021 356 684.

Applications close on Friday 11th June 2010 at 4:00 pm.
WAIKATO

TE KURA O WAHAROA
Two Positions

5 Teaching – Permanent.
5 Teaching – Fixed.

Apply to: Tere McGrail, Principal.
PO Box 34, Waharua 3401.
Enquiries, Phone 07-888 7529; 027-216 6282.

Closes 15th June, 2010.

GORDONTON SCHOOL
Fixed Term Teaching Position

Due to roll growth an opportunity has arisen in our senior school (Y9) for an experienced teacher with sound curriculum knowledge, proven strengths in Literacy, Mathematics, effective classroom management skills, and an ability to contribute to the corporate life of the school.

Please state special strengths. Previous experience at this level is essential advantage.

Applications close Friday 11th June, 2010.

An application package is available from: The Principal, Woodlands Road, R.D.1, Hamilton. Phone 07-824 3602, Fax 07-824 3605. Email: admr@gordonontschool.co.nz

BAYFIELD SCHOOL

Fixed Term Position

US. Decile 16. This placement is flexible.

Apply to: The Principal, Settlemnt Road, Papakura.

BAYFIELD SCHOOL

Fixed Term Position

US. Decile 16. This placement is flexible.

Apply to: The Principal, Settlemnt Road, Papakura.

CENTRAL WEST

LEVIN EAST SCHOOL

Scale A Teacher


We are seeking a Teacher to begin our new Entry level.

The successful applicant will have a sound curriculum knowledge.

A commitment to liaise closely with parents and colleagues.

Excellent communication skills. Plus an obvious enthusiasm for teaching and learning.

Please forward covering letter, C.V. and contact details for three referees to: Levin East School, 90 Bartholomew Road, Levin.

E-mail: principal@levineast.schoolzone.net.nz

Applications close Tuesday 8th June, 2010.

LYTTON HIGH SCHOOL – 50th Jubilee

Applications close 30th June, 2010.

Apply to: Tere McGrail, Principal, Elements Road, R.D.1, Hamilton.

Telephone: 07-824 3602, Fax: 07-824 3605.

Email: admr@lyttonhighschool.co.nz

Vacancy Form

Order No: School Phone No: ( )
School Fax No: ( )

Name of Person Authorising: 

Headings: Copy: 

Close Off: 12 Noon Thursday 3rd June.

Classified advertisements – $23.00 per col. Centimetre, Minimum $69.00 GST exclusive.

EDUVAC

The Education Weekly

Fax to: 09-849 7103 or email eduvac@millspublish.co.nz

ORDER FORM

Kaha Media Limited, PO Box 26 302, Epsom Auckland
Phone: 09-849 7100 • Fax: 09-849 7103

Please rush me copies of Gallipoli 1915 @ $34.95 each Cheque enclosed

Name/School: __________________________ Order No. __________________________

Address: ____________________________________________________________

E-mail: ______________________________________________________________

Insertion Dates:

8th June
21st June
26th July

Published fortnightly during School terms, 20 issues in 2010 • Published By: Kaha Media Ltd. • Managing Editor: Jason Mills
Sub Editor: Shona Cox • Business Development: Brian O'Shea • Sales Consultants: Peter Jackson, Judy Brown
Graphic Designers: Glen Greenhill • Classified Design: Diane Covrther • Printers: Guardian Print Ltd.

EDITORIAL MATERIAL CONTAINED IN THE PUBLICATION DOES NOT NECESSARILY REFLECT THE VIEWS OF THE PUBLISHERS.
AUSTRALIA - The Federal Executive of the Australian Education Union (AEU) has resolved to lift the moratorium on the administration of the NAPLAN tests.

AEU federal president Angelo Gavrielatos said the decision followed an offer by the education minister Julia Gillard to form a working party of educational experts, including representatives of the AEU, to provide advice on the use of student performance data and other indicators of school effectiveness.

That advice and the further development of the My School website by ACARA will be in line with the commitments of the Federal Government which include "an opposition to the misuse of student performance data including simplistic league tables.'

"The working party will provide a way to advance and address the profession's educational concerns relating to the misuse of student test data including school league tables," Mr Gavrielatos said.

"It will also provide an opportunity for teachers and principals to engage in a genuine dialogue with the government on a sound approach to school accountability and improving results.

"Our focus has always been on trying to ensure that data is not misused in ways that are damaging to students and schools."

EL shock at Iranian teacher’s execution

AUSTRALIA - The Federal Executive of the Australian Education Union (AEU) has resolved to lift the moratorium on the administration of the NAPLAN tests.

AEU federal president Angelo Gavrielatos said the decision followed an offer by the education minister Julia Gillard to form a working party of educational experts, including representatives of the AEU, to provide advice on the use of student performance data and other indicators of school effectiveness.

That advice and the further development of the My School website by ACARA will be in line with the commitments of the Federal Government which include "an opposition to the misuse of student performance data including simplistic league tables.'

"The working party will provide a way to advance and address the profession's educational concerns relating to the misuse of student test data including school league tables," Mr Gavrielatos said.

"It will also provide an opportunity for teachers and principals to engage in a genuine dialogue with the government on a sound approach to school accountability and improving results.

"Our focus has always been on trying to ensure that data is not misused in ways that are damaging to students and schools."

EDUCATION INTERNATIONAL

WASHINGTON, D.C. - During June VSA will host an International Education Conference for educators, programme administrators, researchers, arts organisations, and policy makers from around the world.

The conference, part of the 2010 International VSA Festival held 6th-12th June in Washington, D.C., features sessions that provide participants with skills and resources to advance inclusive education and promote pathways to employment for artists with disabilities.

"VSA understands the value of the arts in education for all students," said Scula Antoniou, VSA president. "We are thrilled to host this amazing group of education leaders as part of the International VSA Festival. Those who attend this conference can take what they learn and apply it in their own communities and ensure that students are all deeply shocked and saddened by the news of Farzad's execution.EI expresses our solidarity with Farzad's family, colleagues and students."

The government sets out first ever ‘Teachers Guarantee’

ENGLAND - The government has set out a new commitment with the Teachers’ Guarantee to help support teachers to do what they do best - teach.

The Teachers’ Guarantee goes alongside the government's pupil and parent guarantees.

The Pupil Guarantee sets out what every young person should get during their school careers, including one-to-one or small group tuition for pupils falling behind at primary and the first year in secondary school.

The Parent Guarantee includes tougher Home School Agreements, so every family understands their responsibilities and heads can take action against parents if they do not comply and parents have their views listened to about how their child’s school is doing.

As part of the continued drive to improve the quality of teaching in schools, schools: 

- social partners which includes the government, working with Social Partners which includes teachers' unions, will continue to trust, support and challenge teachers to deliver the best education for every child in the country.
- the 'guarantee' includes new powers for teachers to tackle bad behaviour and dispels the myth that schools should have no control policies'.
- A newly published guide challenges the idea that teachers shouldn't be able to intervene when pupils are fighting, causing risk of injury to themselves or others, where a pupil refuses to leave a classroom or where a pupil is behaving in a way that seriously disrupts a lesson, school sporting event or school visit.
- It gives them clear guidance on the right to education for persons with disabilities. To view the rest of the story please visit our website www.eduvac.co.nz

Auditory Processing Disorder: Hearing but not understanding (from p3)

Says Dr Keith, 'Assistive devices can't normally cure hearing pathology, but thanks to the neuroplasticity of the brain they can apparently assist the development of improved auditory skills when asked, they have the powers and legal protection to use force.'

To view the rest of the story please visit our website www.eduvac.co.nz

THE INTERNATIONAL SCHOOL OF LAE, PAPUA NEW GUINEA

CLASSROOM TEACHER – PRIMARY

TISOL provides a world-class education to 450 civilian and expatriate students from Early Childhood to Year 10 in the nation's manufacturing capital and second largest centre.

We welcome applications from qualified teachers who are passionate about student-centred learning. Formal qualifications required include positivity, flexibility and a sense of humour.

Start date: January 2011.

Excellent salaries and conditions include: free accommodation, utilities, cable TV, annual leave fare, health cover, domestic staff, generous superannuation, gratuity and a laptop.

Please email a letter of application accompanied by your CV and a current photo to The Principal, The International School of Lae, email: ene@tisol.na.pg

Thank you for your interest. Applications close Friday 25th June, 2010.