

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



New Windsor School year one and year two.

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 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 cur-

rent 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 students to pass on to parents, family friends and relatives, giving them a free 14 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

ter-school competition.

Reece Zondag, CEO of Les Mills NZ, says the programme is designed to make NZers of all ages more aware of the benefits of being healthy.

"We see it as a great way to put something back into the community by helping schools raise money for sports equipment, while at the same time helping people switch to a healthier lifestyle," says Mr Zondag.

"It's also a great fit with the government's move to have national physical education standards for schools and adds some excitement and fun into the process of helping both young and old keep themselves in better shape.

"We have found the pilot programme to be hugely successful, and are excited to be rolling it out nationwide," says Mr Zondag.

In 2009 St Joseph's on Auckland's North Shore was lucky enough to be invited to join the Les Mills School of Fitness Promotion, says Diana Luxon, sports co-ordinator at the school.

"The whole school had a chance to attend an aerobic/pump class and this was very popular and enjoyable. A spin class was held as a staff meeting... this gave many laughs to a stressed staff," says Ms Luxon.

"All in all it was a well organised and worthwhile experience as we received not only a fitness boost but sports gear for the children too."

To enrol your school in the Les Mills School of Fitness programme and receive your free one month's membership, please call 0800 Les Mills (0800 5376 4557).



Laingholm Primary School.

Culture key to success at Hora Hora School

Whangarei's Hora Hora School has a unique and positive school culture, according to a research report by PhD student Karen Pohio.

Ms Pohio, who has spent 20 years' teaching in NZ, is examining connection and communication among staff, students and family in lower decile primary schools.

She has been examining different models of communication and connection in schools, and studied the effect of Hora Hora School's culture on its community.

For this study, Ms Pohio interviewed students, teaching and support staff, family members and a representative from the Board of Trustees.

The school culture is based around the simple statement 'at Hora Hora School we look after each other'. Principal Pat Newman says the whakatauaki (proverb/motto) was developed in 2000 and is a simple way to encapsulate the way students, staff and whanau work together.

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

"Our students understand, right from Year 1, that we are all looking out for each other."

Ms Pohio noted that once people enter the school, they immediately sense the 'caring, supportive, welcoming environment that is unquestionably unique'. She also found this culture to be very significant, as it influenced 'attitudes, wellbeing, feelings of safety'.

Many of the participants in her study commented that the 'looking after each other' culture had extended into their home life.

Hora Hora School has a roll of just under 300 and 40 staff. The school is also a base for local special education teachers, and welcomes all children, including those

that need that little extra help to succeed.

Ms Pohio's research found that, 'the success rate of these children in terms of settling down and eventually having positive academic and social outcomes is astonishing'.

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 family events such as an annual food festival and free family BBQ. Teachers and principal regularly communicate with parents, either in person or via phone.

Ms Pohio says that while it is difficult to determine whether the school culture has had tangible effects on student outcomes, she firmly believes the culture has had intangible effects on the students and their ability to develop their key competencies.

According to the NZ Curriculum, key competencies are the key to learning and therefore are integral to student outcomes.

Mr Newman says his team have welcomed Ms Pohio's report as independent affirmation of their approach.

"We feel we're doing great things here at Hora Hora, and it's been wonderful to see that detailed in Karen Pohio's report. We're very proud of our students, our staff and our wider school community."

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the weekly rot

Rot? Representing Ordinary Teachers

Violence directed at teachers is not a new thing. Anyone dealing with teenage boys has had to deal with aggression. How we respond afterwards is different now though.

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 acrimonious acronyms expect of teachers.

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

And then we had mainstreaming which is fine for the kids for whom mainstreaming was good but not for all of them. The psycho-socio-paths – no, they shouldn't be mainstreamed. Cutting special education was necessary – the money was needed to pay for the glossy pamphlets and TV campaigns that promoted National Standards and NCEA.

Don't interrupt me. I'm ranting.

I read recently that teaching is as stressful as surgery and air traffic

control squished together. Teachers are expected to be star performers, entertaining up to 45 kids at a time, individually because as every good teacher knows children have unique entertainment styles.

Some prefer stand up comedy, some prefer slapstick, some prefer music and some prefer to run around in an excited manner. Others prefer electronic media and a small few prefer books. Some like sculpture and some like to dress up as super heroes. And some prefer the magical medium of dance.

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 so much that they have to hit something or someone will it.

The stabbers and the punchers and the swearers just all need to be loved more. The teachers should be paid less not more. The violence in schools is all their fault. It's because their lessons aren't entertaining enough. The children just need more love and entertainment.

Rant over.

If this ugly trend continues we might see all the teachers waving goodbye at International Departures. If they all go to teach in China or Singapore or Ladakh who will entertain NZ children?

— Peter Giddens

Call for independent look at staffing

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

Claims by the ministry that 99.6 per cent of teaching positions are 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 the position and dropped a particular subject, she said.

"That's why we've called for an independent body to properly ascertain the staffing situation in schools. If

this was done independently then neither the ministry nor PPTA would have to conduct surveys," she said.

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.

Secondary teachers scapegoats for blunder

Secondary teachers are being asked to pick up the tab for NZQA's mistakes – a situation PPTA president Kate Gainsford says is unacceptable.

NZQA is required by the government to moderate 10% of all internally assessed student work for NCEA to ensure consistency of marking.

However NZQA has seriously misjudged the number of marking samples needed from schools in the first half of the year to meet the 10 per cent target.

Instead of owning up to the mistake and fronting up to the government NZQA had decided to pass the problem on to teachers, Ms Gainsford said.

This means teachers in those schools due to be moderated in the second half of the year will have to send in considerably more material to make up the shortfall and cover NZQA's error, she said.

"Moderation is already

a huge workload and cost imposition on teachers and schools," she said.

"NZQA must go to government and admit the 10 per cent target for this year cannot be met."

Ms Gainsford said it would not be surprising if some schools chose to refuse to

submit the extra standards and only send in the standards originally selected in the school's 2010 moderation plan.

"For NZQA to do this indicates they have no idea of the workload demands and stress moderating work places on teachers," she said.

Union responds

Dear Editor,

In response to M.J. Burr's letter dated 10th May, 2010, the NZ Teachers Council has absorbed the rising costs of the expanded services we provide to teachers for many years.

The registration fee has not increased for the last eight years and the reality is the costs of goods and services have risen substantially in that time.

I strongly believe the Teachers Council offers exceptional value for money for the services we offer teachers.

We chose to benchmark

against our Australian counterparts because we provide similar services and measures for dealing with registration, conduct and competence.

Clearly the best way to compare value for money involves a comparison with equivalent professional bodies in NZ and overseas.

The council is not able to offer an annual fee because of the way the current legislation is written. However, we are willing to seriously review this option.

Dr Peter Lind, Director
NZ Teachers Council

Let NiE help you prepare your class for Māori Language Week in 2010

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.**

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Auditory Processing Disorder: Hearing but not understanding

If you know a child who has difficulty understanding verbal instructions and who struggles with reading and spelling, they could have an auditory processing disorder.

Auditory Processing Disorder (APD) is a hearing 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 at 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 task.

Audiologist 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 underachievement because these children are missing out on vital information," says Dr Keith.

"The problem lies in the hearing pathways and centres 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."

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 difficulty.

The condition requires specialised testing and assessment, and individualised treatment. A multidisciplinary team approach is necessary. 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 prob-

lem 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), particularly 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 delivers a double benefit for children with APD.

Firstly it provides immediate assistance with hearing, but over time FM usage also can lead to an improvement in auditory skills so that use of the FM system may not be permanently necessary.

(cont'd p8)

What really is dyslexia?

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.

In the paper the authors present arguments and evidence in support of what they maintain are four key components of the definition of dyslexia, which include: (1) persistent literacy learning difficulties; (2) in otherwise typically developing children; (3) despite exposure to evidence-based literacy instruction and intervention; (4) due to an impairment in the phonological domain of language.

The authors claim that the over-riding problem affecting nearly all children with literacy learning problems (including dyslexics) is impairment in the phonologi-

cal processing skills (e.g., decoding, spelling, phonological awareness) required to learn to read and write.

The authors also compare their definition of dyslexia to one recently proposed by the NZ MoE.

The ministry (like the Dyslexia Foundation of NZ) prefer a "broad spectrum" definition, which, according to Prof. Tunmer and Dr Greaney, encompasses other components that have little or nothing to do with dyslexia.

The full reference for the article is: Tunmer, W. & Greaney, K. (2010). *Defining Dyslexia. Journal of Learning Disabilities*, 43 (3), 229-243.

Dyslexia – An adult dyslexic perspective

Written by Astrid Von Sommerburg who is a director of Learn4Potential, a student coaching organisation, specialising in helping dyslexic students achieve their true potential.

This poses a problem for secondary and tertiary dyslexic students as although these three skills are essential, they are just the building blocks for academic learning.

Once that hurdle is achieved, the dyslexic student then needs to function and perform in an education system where speed is an essential component and most assessments are based on complex word tasks that re-

quire reading, comprehension, answering questions and writing paragraphs and essays.

After all, exams are often just written puzzles that need to be solved within a time limit!

Unlike many professionals, I am dyslexic. I think, learn, read and write by first using my dyslexic creative right brain that scaffolds my thinking in order to use my

(cont'd p9)

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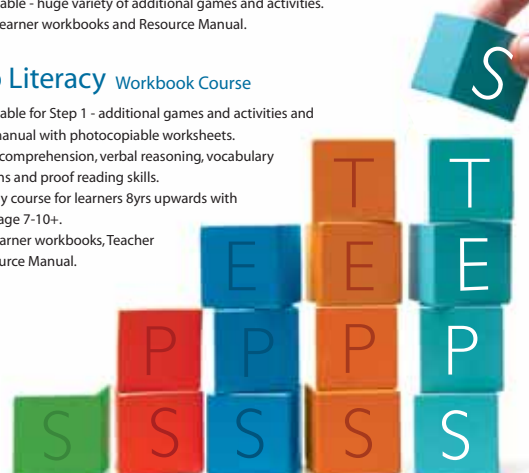
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Does your student have difficulty in writing?

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

Dysgraphia is a difficulty 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 co-ordination, and may find other fine motor tasks such as tying shoes difficult.

An unusual pencil grip, poor spelling and poor sequencing; poor drawing and poor 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 as not trying although in reality they are doing their best.

Over time this causes emotional distress to the student.

Types of Dysgraphia

With **dyslexic dysgraphia**, 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 to 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 delay fine motor skills in early childhood.

About the author:

Jenni Wiles is the director of Read Auckland and the past president of SPELD Auckland. Jenni has a severely dyslexic son, with dysgraphia, dyspraxia and behaviours found on the Aspergers/Autistic spectrum. Pens and pencils designed for dysgraphic students can be purchased directly from her at Read Auckland info@readauckland.co.nz, or Telephone 09-529 1381.

Dyslexia – An adult dyslexic perspective

left academic brain. This has given me a unique advantage to help other dyslexic learners, as I think and learn the same way they do.

As a result, I have been able to develop an innovative

tool kit of techniques and strategies that, when put into practice, enhance the dyslexic student's ability to learn and improve their academic achievement and outcomes.

For over a decade, I have worked as a Learning Coach in schools and in private practice helping dyslexic secondary and tertiary students to become competent, high achieving learners. In my role as a Learning Coach, I enable dyslexic students to access the curriculum and course content and hence to perform in academic assessments and exams.

(from p3)

by Brian O'Shea
Staff writer

OK, so its 2010, there's a shortage of money to buy books, materials and resources, friends in your social network are losing their jobs and staff at the school are not being replaced.

However, from whence cometh the cash to fund around 52,000 teacher's salaries and provide resources to educate about 750,000 children in NZ each year? Did you think the money came from the government? Did government create the money; or did they just redistribute it from other taxpayers?

In November 2004, the Cass Business School – University of London – published research that showed that entrepreneurs were more than five times more likely to suffer from dyslexia than your average citizen was.

Further, the research highlighted that 70 per cent of those dyslexic entrepreneurs did not succeed at school.

Those attempting to teach entrepreneurship through traditional theoretical methods will fail because the people who make brilliant entrepreneurs respond poorly to the typical classroom environment.

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's 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 may 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 American 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 play to their strengths. Dyslexics can be extraordinarily creative manoeuvring their way around problems and perceived opportunities.

The *NZ Small Business Advisory* group reported to parliament in 2004, that 97 per cent of our businesses employed fewer than 15 people.

The Massey University SME website reports "the sector makes an enormous contribution – in NZ, our 350,000 or so SMEs, make

up more than 99 per cent of all businesses and account for about 60 per cent of employment".

The SME sector broadly covers micro-enterprises (fewer than five staff), small enterprises (6-49) and medium enterprises (50-100).

How many of those NZ Small to Medium Enterprises (SME's) have owners who are dyslexic is not known, but the offshore research suggests that at least 20 per cent of UK business owners are dyslexic and the figure is closer to 35 per cent in the USA.

The Dyslexia Foundations suggests on its website that at least 10 per cent of NZ students are dyslexic and if that is the case, of the three-quarter million or so children at school in NZ, that equates to around 75,000 dyslexic students – 10 per cent of the school role.

If mainstream education continues to provide the dyslexic student with a healthy dose of how not to do it, the dyslexic individual will figure out how to do it their way. Go the antisocial way and they are likely to end up as a guest of the Department of Prisons. The more socially acceptable way is to become an entrepreneur, or employee.

Love those dyslexic entrepreneurs in waiting, for they hold the secret to the question – "from whence cometh the cash?"

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 other learners and need to have specialist programmes to accommodate their learning styles.

Until now, the only effective specialist teaching courses have needed one-to-one teaching with a specialist teacher. This is because dyslexic learners need a very multi-sensory approach and need to progress at their own individual rate.

These courses have also been aimed at UK or Ameri-

can learners, with accompanying software in British or American accents and spellings.

NZ's first specialist programme has been designed by NZers for NZers. Meeting the needs for dyslexic and non-dyslexic learners with literacy needs, the Steps software programme and workbook series, offers learners an individual learning programme for reinforcement of concepts.

School and parent feedback expresses the ease of using the programme and the flexibility to add additional words and voice recordings, quickly and easily.



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Technology used to connect authors and readers

BookTalks – an initiative using on-line 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 illus-

trators.

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



Craig Smith

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 Wonky 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 Book-

talkers NZ, the NZ Book Council and encouragement from many educators.

"BookTalks will provide real-time, meaningful conversations about NZ literature – that can only have a positive effect on our next generation's interest in literacy and literature. And it's a way of modelling how effective on-line communications can be in education," Mr Tippen says.

He envisaged that book clubs, writing course organisers and writers' groups might also be interested in BookTalks.

"We're initially targeting educational settings, but we'd love to hear from others who would like the chance to talk to their favourite authors," he says.

To get the details, visit the BookTalks site www.booktalks.org.nz

Dyslexic AND Gifted? Now What?

With an estimated 20 per cent of the population showing traits of dyslexia, The Gifted Education Centre acknowledges that at least one in five gifted students is likely to be dyslexic.

Such students are sometimes described as 'twice-exceptional', or '2E'. Their giftedness may mask aspects of their dyslexia, and similarly, their dyslexia often masks their giftedness. It is important, however, that these students are identified as gifted, in order for their learning needs to be fully met.

Just as an adult hates to be endlessly reminded of what they do not do well, so does a child. In the case of dyslexic gifted students,

teaching that focuses on areas of weakness may lead to poor self-concept, lack of self-confidence and underachievement.

Actively working with the learning strengths of dyslexic gifted students puts the focus on their abilities, rather than any disabilities or deficits.

Encouraging and acknowledging success in areas of strength improves self-esteem and in turn fosters the positive learning attitudes and habits required for on-

going effort and achievement.

One Day School classes, run by The Gifted Education Centre in venues throughout NZ, cater well for dyslexic gifted students. With an emphasis on 'hands-on', experiential learning and options to present work orally, visually or dramatically, the non-traditional learning styles of dyslexic students are a good fit.

Individual learning preferences are addressed through a programme which

offers considerable personal choice within topics.

Dyslexic (and other) students may choose to work on tasks that use and develop their own particular strengths, or they may work collaboratively with other students who have different talents from their own. With less frustration, student levels of motivation and engagement in learning remain high.

In the less formal, inclusive learning culture of a One Day School class, dyslexic students may also feel

comfortable in having a go at tasks not normally within their comfort zone.

Dyslexic gifted students are valued at One Day School for their strengths in visual-spatial and kinaesthetic ways of learning, and they often surprise not only their peers, but also themselves, with just what they can achieve.

For further information about One Day School and The Gifted Education Centre, please refer to the website www.giftededucation.org.nz

TEACHING POSITIONS IN THE MIDDLE EAST

OASIS EDUCATION IS RECRUITING FOR REGISTERED TEACHERS TO TEACH IN ABU DHABI

If you want an experience teaching in an overseas classroom, we invite you to apply for any of the following positions:

Secondary Teachers

(Grade 12) Male or female
English Curriculum specialist

Primary Teachers

(Grade 1 to 3)
Female teachers only

Kindergarten Teachers

Female teachers only
Early childhood teachers

In order to be successful in this role, you will need to meet the following criteria:

EXPERIENCE

- All Registered Teacher candidates must have a minimum of three years related teaching within a K-12 system, after certification

QUALIFICATIONS

- A Bachelor, Master or Doctoral Degree from an accredited university
- A current Teaching Licence, issued through a state, provincial or federal educational licensing authority. Either the licence or the degree must reflect considerable study of education pedagogy; or
- A PGCE, plus a current Teaching Licence issued through a state, provincial or federal licensing authority.

LANGUAGE

- Candidates must be a native English speaker or have successfully completed schooling years 1-12 in which the curriculum was taught exclusively in English.

The term of the contract will be two years, starting in August 2010. Successful applicants will teach in schools in Abu Dhabi that are part of the Public Private Partnership reform process.

A competitive AED salary package, based on your experience, will be paid to successful candidates. Return Airfares, Health Insurance and Accommodation also form part of the package.

An Information Pack and Application Forms for these positions are available as a download from the Oasis Website, or by contacting Helen Murtagh, helen@oasis-edu.co.nz

Application Date Extended to Monday 31st May 2010



OasisEducation

www.oasis-edu.co.nz

Ph 09 303 3616 Fax 09 303 3834 PO Box 1899 Auckland



Head of Physical Education - 2 MUs

Are you a qualified PE teacher with HOD or Asst HOD experience?

Or, are you an experienced PE teacher who wishes to make the transition into Middle Management?

If you are then our client - a multi-cultural State High school in South Auckland - would like to meet you. Applicants must be enthusiastic about developing the department and students, and should be willing to commit to the academic and pastoral life of the school.

The position commences in term three or as soon as possible after July 19.

Interested applicants please forward your CV with a covering letter (and a digital photograph if possible) to Martin Strang: martin@oasis-edu.co.nz

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GLENBRAE SCHOOL

R.T.L.B Permanent Position (re-advertised)



Based at Glenbrae school, part of the Tamaki Cluster. Strong inter-personal, 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.

Please send covering letter, C.V. and names of three referees to: The Principal, 103 Leybourne Circle, Glen Innes, Auckland 1072; E-mail: principal@glenbrae.school.nz

Primary

AUCKLAND

RUAPOTAKA SCHOOL

Permanent Teacher Senior School (Y5-6)

Appointee will be committed, energetic and enthusiastic and work as part of a small caring team with direction and support.

Classroom management and understanding of curriculum essential. ICT knowledge desirable.

Please send C.V. stating curriculum interests - strengths and two referee contacts to: The Principal, Ruapotaka School, 10A Taratara Street, Panmure, 1072.

(No E-mail applications).

Phone 09-527 6244.

Closing date Friday, 11th June, 2010.

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

Phone: 09 444 3105
office@windyridge.school.nz

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.

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, Judd McLauchlan on 09-267 6663 to learn more or send your C.V. 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 p.m. 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/effective 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.

Position 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 8502. E-mail: principal@drury.school.nz

Petone Central School



A full primary, multiethnic school with a strong immersion Maori unit at the centre of progressive Petone. The school has a strong culture based on its values. Its main foci are student achievements, 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 19 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, 16 Britannia Street, Petone, Wellington. Those who apply via email can do so by sending applications to iosua@petone-central.school.nz

Further enquiries to the principal at the email address stated or at 04 568 7974 or 021 250 6684.

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

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MANSELL SENIOR SCHOOL



Design Technology for Y7-8 – Fabric Based

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Applicants should have a knowledge of restorative practice, must be familiar with the NZ technology curriculum. Be willing to take part in the corporate life of the school.

Please state other interests/areas you are able to contribute to. Applications close 30th June, 2010. Visits to our school are welcomed.

Applications to: The Principal, Settlement Road, Papakura.

BAYFIELD SCHOOL



Fixed Term Position

U5. Decile 10. This placement is flexible **Fixed Term** either **Y5** or **New Entrant Teacher** depending on applicants strengths. Terms 3-4.

We need a caring, positive and enthusiastic, trained Teacher with a commitment to quality teaching and learning to join us. We seek Teachers with an interest in inquiry-based learning, knowledge of Assessment for Learning practices and excellent interpersonal skills.

This position is not suitable for a Beginning Teacher.

Applications close Tuesday 1st June, 2010. Apply to: The Principal, Clifton Road, Herne Bay, Auckland. Please include C.V., covering letter stating strengths and relevant experience and include contact details of three referees. Visits are welcome.

For further information about our school please see our Website www.bayfield.school.nz

WAIKATO

TE KURA O WAHAROA Two Positions

.5 Teaching – Permanent.

.5 Teaching – Fixed.

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

Closes 15th June, 2010.

GORDONTON SCHOOL

Fixed Term Teaching Position

Decile 8. Roll: 180. Terms 3-4. Due to roll growth an opportunity has arisen in our junior school (Y1) 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. E-mail: admin@gordontonschool.co.nz

Jubilee

BLOCKHOUSE BAY INTERMEDIATE SCHOOL – 50th Jubilee 1959-2009 (Auckland), 5th-6th November, 2010. Please contact the school office to register your interest by lodging your name and contact details on office@bhint.school.nz or Phone 09-626 6414.

CAMPBELLS BAY SCHOOL – Celebrating its 85th Anniversary, Labour Day weekend. E-mail: Les.Sweetman@les.sweetman@xtra.co.nz

FRANKTON PRIMARY SCHOOL – 100th Jubilee Celebration, Massey Street, Hamilton. 1st-3rd April, 2011. For further information E-mail: jubilee2011@franktonschool.ac.nz

BAMFORD SCHOOL, CHRIST CHURCH. Seeking interest from ex-pupils for its 60th anniversary jubilee in 2012. E-mail: Bev.Wall@bwm@xtra.co.nz or Phone 03-352 6422.

CENTRAL WEST

LEVIN EAST SCHOOL HOROWHENUA



Scale A Teacher

Decile 2. U5. **Fixed Term** early July-December 2010.

We are seeking a **Teacher** to begin our next **New Entrant Class** early in July.

The successful applicant will have a sound curriculum knowledge. The ability to deliver a highly effective Literacy and Numeracy programme at New Entrant level.

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, 28th-30th January, 2011, in Gisborne. For information visit: www.lyttonhigh.com

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TAUMARUNUI HIGH SCHOOL



Assistant Principal, 5PMU + 1SMA

We seek an innovative educator with strong leadership skills and strengths in change management, to join our senior leadership team. Ability to oversee NZQA liaison would be advantageous.

We are a Te Kotahitanga school and have a strong focus on extracurricular participation. Join our dedicated staff working with wonderful students, in a supportive community. Position to commence at the beginning term 3.

Applications close 12pm, Wednesday 9th June 2010.

Applications to the **Principal, Box 216, Taumarunui 3946.**

Application packs available from Principal's PA
Phone (07) 895 7179, Email office@taumarunuihigh.school.nz,
Website www.taumarunuihigh.school.nz



OasisEducation

Chemistry Teacher - Auckland / Manukau

Our client is a coed, state high school situated in Counties-Manukau. They are looking for a specialist chemistry / science teacher to start in term three or as soon as possible after July 19. You need to be willing to teach all years 9-13 and play a full part in the extra-curricular life of the school.

If this is you please forward your CV with a covering letter (and a digital photograph if possible) to Martin Strang: martin@oasis-edu.co.nz

AEU lifts moratorium on NAPLAN tests

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 An-

gelo 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."

EI shock at Iranian teacher's execution

Education International (EI) is deeply troubled to hear reports that Iranian teacher trade unionist Farzad Kamangar was among five people who were summarily executed in secret on 9th May.

Farzad Kamangar, a 35-year-old married man and member of the Teachers' Union of Kurdistan, was accused of "endangering national security" and "enmity against God". He had lived with the threat of the death penalty since February 2008, when it was imposed upon him after a sham trial that lasted less than five minutes.

Although the Iranian authorities had accepted Farzad's appeal, the case stalled when it should have been sent to the Supreme Court for review. After further delays, Farzad's lawyer

was told that his file had been lost.

Despite the evident lack of independent inquiry into the allegations and the absence of a fair judicial process, Farzad has still been reportedly executed.

El general secretary, Fred van Leeuwen, said: "We are all deeply shocked and saddened to hear that Farzad has been executed."

"His case was particularly troubling to our 30 million members because of the opaque and secretive manner in which his trial was conducted, the lack of basic rights he had access to whilst in prison, and the fact that neither his family or legal representatives were informed of his execution."

"This is a terrible day for teachers, union activists and human rights. EI expresses our solidarity with Farzad's family, colleagues and students."

He added: "EI recognises the rights and responsibilities of all governments to bring to justice those suspected of criminal offences but this must be in line with international and national standards of fair trial. EI is also unequivocal that the Iranian government must ensure respect for all trade union and human rights."

VSA to host International Education Conference

Part of the 2010 International VSA Festival

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 Soula 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 around the world – with and without disabilities – can learn side by side."

In addition to more than 70 panel discussions, lectures, workshops, and special events by 135 international presenters, the event includes three illustrious keynote speakers from the realms of educa-

tion, art, and disability advocacy: Sir Ken Robinson, internationally recognised leader in the development of creativity, innovation, and human resources; Dame Evelyn Glennie, renowned solo percussionist; and Kenneth Eklindh, head of the UNESCO program, "The EFA Flagship

on the Right to Education for Persons with Disabilities: Towards Inclusion."

The conference is open to the public; registration is required. Panels and workshops will be conducted in English.

For more information go to www.vsaartsfestival.org

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 with the worst behaved children 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 secretary Ed Balls set out how

the government, working with Social Partners which includes teaching 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 contact 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 that in some situations, like when a very disruptive pupil refuses to leave a classroom

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

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



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Jobs for Abu Dhabi Now Hiring - See Page 5