

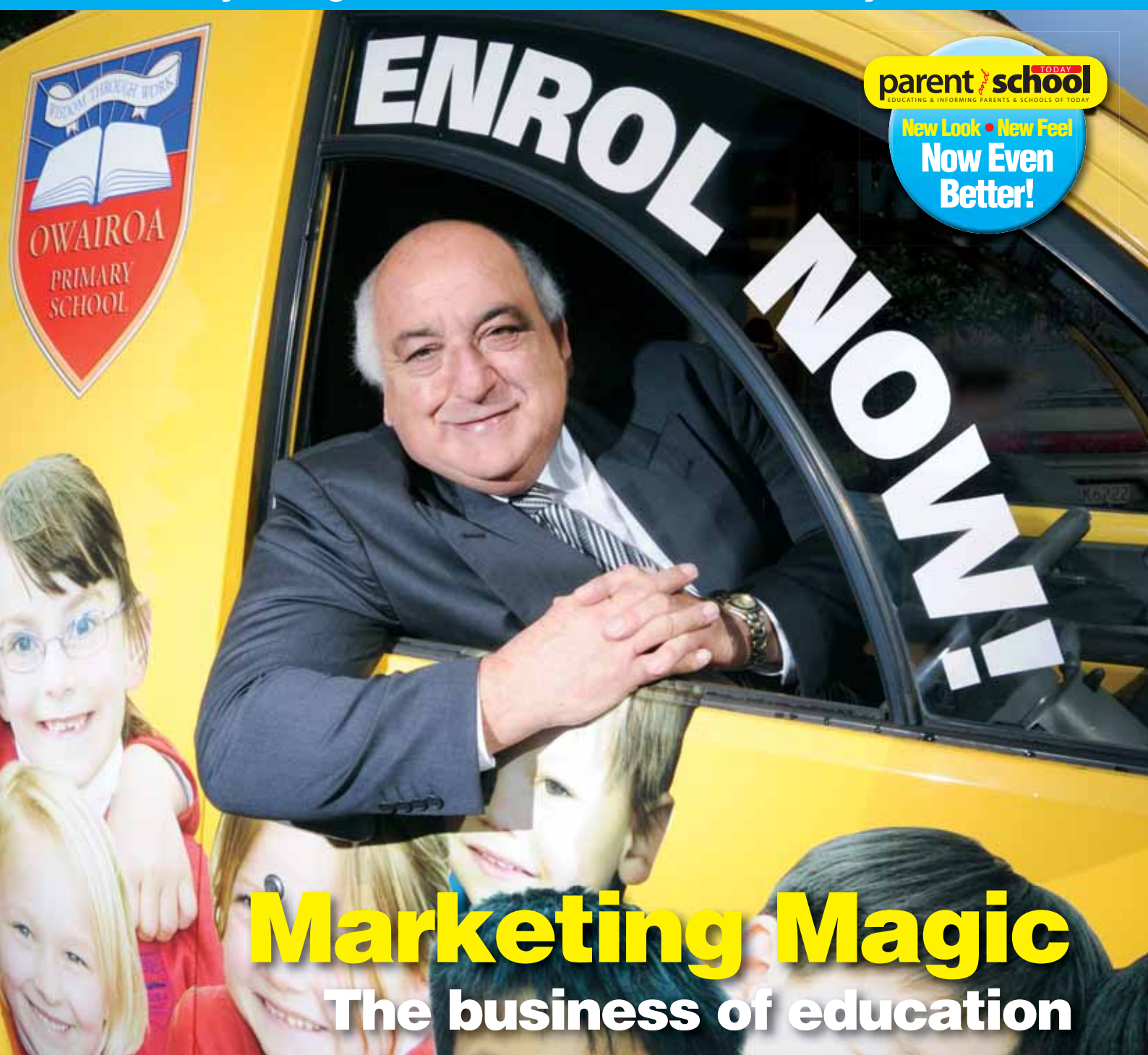
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Issue 01 | October 2008

sn inside

Inside School News this month, we delve not only into the inner workings of today's schools, but consider issues such as teacher integrity, professional development and how to put on a great school production.

Our cover story is about Owairoa Primary School, whose dynamic and enthusiastic principal, Alan McIntyre, inspires passion for education and for the whole school community, all the while keeping an eye on the fundamentals of today's school;

funding and marketing.

We look into the mind of a dyslexic child and what it takes to encourage students into science.

And we showcase the nuts and bolts of what it takes to make a great school work well, such as ground maintenance, environmental awareness and landscape design.

The new look School News is the essential guide for anyone in education today.

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New Payroll System for 110,000 School Staff

New Zealand's largest payroll is to have a new provider and significant improvements. The current outdated service will be replaced by new arrangements to support taking the schools' payroll into the future.

Talent2, an Australian based provider of payroll and human resources services, has been chosen to implement the new systems and services. Talent2 will establish New Zealand based facilities in Christchurch and Auckland to operate the new payroll.

Ministry of Education Group Manager for the schools' payroll, Kevin Wilson, says the new service will deliver greater efficiencies, reduce technical risk, and provide schools with a future-proofed service.

"The Ministry of Education's system manages pay for more than 110,000 school staff in the compulsory education sector. The new system allows us to focus on managing the schools' payroll to oversee financial value, quality of service and risk," says Wilson.

Talent2 will provide the payroll service from 2010, with a new service desk, pay clerking service, technology systems and management processes. Talent2 will train school staff in the new system and provide ongoing support.

"The ministry will work with

schools to ensure the service meets their needs. We have already convened a payroll reference group to advise the project, which includes representatives of the NZ School Trustees Association, Secondary Principals Association of NZ, NZ Secondary Principals Council, NZ Principals' Federation, Schools Executive Officers' Association and relevant union representatives.

"Schools will receive a higher quality service over the next two years, and can look forward to a significantly improved payroll from 2010."



Maori language Civil Defence resources

A new civil defence teaching resource has been developed for kura and bilingual units by the Ministry of Education – a Maori language adaptation of What's the Plan Stan, that has been in schools for two years.

The new resource, called Kia Takatu, includes a handbook and

CDs. It is aimed at 8-12 year-olds and features stories recorded in te reo Maori to help children learn how to act before, during and after a disaster.


The resource will be sent to schools and will also be available online at: www.whatstheplanstan.govt.nz

Aids to Listening

A recent project involving the Mana Community Grants Foundation and Titahi Bay Lions Club has resulted in 'soundfield systems' technology being installed in Porirua Schools to make it easier for students to learn and listen. It has resulted in helping an estimated 6,000 children at the cost of \$400,000.

The benefits of sound field systems installed in school classrooms are:

- Children with hearing difficulties are more able to hear and understand their tutors, thereby improving their literacy. In turn, they are less disruptive through boredom.
- Children without hearing difficulties are more able to concentrate on their lessons, due to the decrease in disruption caused by children with hearing difficulties. These children will directly benefit through improved literacy.
- Tutors who use the sound field headsets find an improvement

in their own vocal chords, because they no longer have to raise their voices in class. There is an added benefit through reduced stress. 

We would love to offer a platform for you to let others know what is happening in your school.

Have you had a successful event, building project or fundraiser? Would you like to tell others how proud you are of a student or staff member who has gone above and beyond? Or how you solved that tricky funding problem?

Then drop us a line, no more than 200 words, and we'll include it in our news section.

Photographs are welcome too. They need to be high resolution, 500kb – 1mb.

Notices of key new appointments will also be accepted.

Email to:
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Board of Trustees Report

Experienced hands at the helm

TAUPO'S LORRAINE KERR is welcoming the chance to tackle unfinished business, following her recent re-election to president of the New Zealand School Trustees Association (NZSTA).

Ms Kerr, who will serve her second two-year term as president from this October, says a lot of progress has been made in the past two years, but there are still a host of items on the trusteeship agenda.

"This is a huge time for education and I am grateful to be given the opportunity to help provide trustees around the country with a strong voice," she says.

"We are heading in the right direction but NZSTA has unfinished business with the minister and government in the area of operational funding. We have been very vocal in our view that the government funding of our schools, while slightly improved in the 2008 budget, remains

inadequate. I will make it my continuing business to make sure this is to the fore no matter which government is in place."

Lorraine Kerr says the lack of nationally consistent rigorous entry requirements to gain entry into teacher training also remains an issue.

"We will continue to be focused on entry criteria for teacher training as we know that teacher quality is the single most important factor in student achievement."

Ms Kerr says student achievement will remain at the core of board business, and NZSTA will be focussing on ensuring all boards are supported in exercising effective governance that will lead to high student achievement.

"Reputable and ground breaking research shows that student achievement is very much board business. This shows that boards of trustees can make a positive

difference to student achievement through creating a school culture where all students can achieve to a high level.

"It is an exciting time to be involved with education, with many opportunities to improve the lot for our students. From an NZSTA perspective, any failing student should be a matter of concern, and this is the driving force behind ensuring students and student achievement is always the top priority.

"Trustees are there to make a difference for students. And before any decision is made, we all need to ask ourselves whether or not this will benefit student achievement."

She says NZSTA will also be working on promoting work to ensure ongoing retention and recruitment of high quality principals, while there will be a strong focus on the Government's School Plus policy.



Lorraine Kerr

Ms. Kerr served on NZSTA's national executive/board for the past eleven years. Of Ngati Awa and Tuwharetoa descent, Ms Kerr is also the association's first Maori woman president.

The NZSTA national board was also elected, with the successful candidates being Tony Coffin (Palmerston North), Tom Scollard (Christchurch), Chris Haines (Riverton) and Richards Orzecki (Otaki). [SN](#)

Student News

Speech writing competition winners announced

ORGANISED BY MASSEY University, the 'Hold your Breath' speech writing competition was held to commemorate former Prime Minister, the late David Lange.

The speeches needed to contain the words, "hold your breath", which were used in Lange's address at the 1985 Oxford Union Debate, and it is one of his most celebrated lines.

Damon Woolf's speech entitled: Hold your breath: Corruption has never tasted so good, was the winning speech in the under-21 category. Damon is a student at St Andrew's College in Christchurch, and his speech was about the exploitation of Ethiopian coffee farmers.

The winning speech in the 21-and-over category was The Emotional Revolution by Jamie Banks, a teacher from Manukau. Jamie's speech was about the need to teach emotional intelligence in schools.



Damon Woolf, winner of the 'Hold Your Breath' speech competition - under 21 category.

Damon and Jamie each received \$1000 and a trophy.

Runners-up:

In the under-21 category, Abby Fraser took second place with a speech critiquing political

correctness, while Antonia Anisy took third place with a humorous speech about going to the gym.

In the 21-and-over category, second place went to Ramona Radford for an evocative speech about her father's death in the Vietnam War, while third place went to Fleur Thompson for a speech on the art of political speech writing.

Short story winners

Baci Lounge Annual Short Story Competition 2008

Winner: Corbyn Taulealea-Huch, Glenavon Primary School

Second place: Heather Maree Fuimano, Chapel Downs Primary School

Third place: Thushara Gunanayagam, Papatoetoe South Primary School

The winner received a \$150 book voucher and new books for their school library valued at over \$4500. [SN](#)

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Principal Speaks

Pride in achievement

A COUPLE OF months ago, while in Washington DC, my attention was drawn to a front page article in the Washington Post, the major daily newspaper in that city. The article heralded improved test scores in literacy and numeracy in the local education district. A couple of days later, a letter to the editor of this newspaper caught my attention. The writer said, "I am heartened that the schools are doing better by certain criteria and grateful that my daughter, soon to be a first grader, can read, but I'd also like her to learn to draw and



Cashmere High School continues to be very proud of its sportsmen and sportswomen, together with its musicians

play kickball. Until school districts and the state develop a broad measure for excellence, I fear that although my daughter's test scores may rise, her education will suffer."

There has, in American schools in recent years, been an almost single minded preoccupation

with test scores. The policy of the administration to ensure that every child in America succeeds in reading and mathematics is a commendable one on the surface. However, I am of the view that this narrow focus of American education, coupled with constant

Dave Turnbull

Principal of
Cashmere High
School



testing and assessment, effectively kills in young people any passion for learning and the acquisition of a broad range of knowledge and skills.

It hasn't worked in America. International comparative tests show that American children are lagging behind the performance of young people in other countries. In contrast, New Zealand children are performing at the very top levels. Out of around 50 countries where the tests were conducted, New Zealand students' performance in literacy and mathematics places ►

NZFP Conference

Leading learners: learning leaders

2008 New Zealand Principals Conference, July 2 – July 5 Christchurch

THE CONFERENCE THEME was "Principals as Leaders of Learning in their Schools". A common theme running through the conference was that principals need to work smarter and that they need to be more involved in leading learning.

They need to know what is happening in classrooms as an observer and as a coach, and they need to underpin their practice with BES (best evidence synthesis) research in leadership, which

underpins a principal's work.

The conference also focused on strategies principals could use to lead the learning in their school. Their values and beliefs need to be well-embedded in their school's culture and need to be shared with staff, students and community.

Networking with fellow principals is important for easing stress and smarter administrative practices need to happen in schools to allow principals to lead learning.

The conference also explored how principals can best use their time, and the moral purpose of

principal-ship.

The following are the key dimensions of leadership covered at the conference.

Leadership:

- establishes goal importance
- ensures goals are clear
- obtains and allocates resourcing aligned to pedagogical goals
- creates educationally powerful connections
- creates effective relationships
- ensures continuity and coherence across teaching programmes
- holds members of the learning

Jacqui Duncan

Principal of
Cashmere Primary
School



community accountable and responsible for student learning and well-being

- communicates expectations
- participates actively in professional development designed to improve student learning **SN**

JACQUI DUNCAN is on the executive for the New Zealand Principals Federation, and was the 2008 Conference programme co-ordinator.



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◀ them in the top three to five countries. Certainly we all know that Maori and Pacific Island young people are not performing as well as Pakeha students. Overall however, New Zealanders should feel very proud of the achievement levels of its young people.

What makes this even more gratifying is that all of this is occurring in an education system which not only places a strong emphasis on broad academic purposes, but also places a focus on the involvement of young people in extra-curricular activities. Lincoln

High School should justifiably be very proud of Sophie Pascoe's three gold medals and one silver medal at the Beijing Paralympics. Cashmere High School continues to be very proud of its sportsmen and sportswomen, together with its musicians, who regularly achieve national and international prominence in their various sports and performance activities. As principal of Cashmere High School, I am constantly in awe of the achievements of our young people today. **SN**

What did I get out of the conference? - Sally Direen, Balaclava School

I found the six days very intensive and full on. I enjoyed the networking with many principals from around the country. The keynotes all aligned together regarding leadership and effectiveness. A common theme running through was that we need to work smarter, be more involved in leading learning – we are very highly paid administrators if we stay in our office and keep doing our secretary's job. Our secretaries need to be given the reigns and responsibilities for administration.

Our values and beliefs need to be well embedded in our

school culture and need to be shared with staff, students and community.

Networking with fellow principals is important for easing stress. We need to share the load and get away from our egos that tell us we need to be everything to all.

I have always believed that being positive filters through to staff and students and this belief was affirmed for me. We always need to look on the bright side. Staff collegiality and well-being is critical. A school has to be a happy place and classrooms have to have programmes that interest and engage students. We need to look more at what is happening for students and their outcomes rather than always at what the teacher is doing.



Hukanui School ecoclassroom supporters, Matthew Cooper, CEO of Sport Waikato, left, and Malcolm Rands, founder of Ecostore, with students.

Environmental vision becomes reality

BECOMING ENVIRONMENTALLY AWARE and understanding that what they do has an impact on the world they live in has resulted in students at Hamilton's Hukanui Primary School working towards building New Zealand's first eco-classroom.

The eight to 10 year olds have had a clear vision of the kind of school they would like since the group started in 2005, and the dream is getting close to being a reality.

Principal, David Mossop says the idea for the project came from students who wanted a special place to display their work, hold events and host visitors.

"As a Green/Gold Enviroschool, we've done a lot of work on restoring our school gully and reducing our waste. The children thought it was time to take the next step into the classroom, and look at ways we could create a more sustainable environment for

learning. They've really driven this project, and it's been a fantastic learning experience for everyone."

The children came up with a design that utilises sustainably-harvested timber, concrete floors to retain heat, double-glazing and solar heating, amongst other features.

The students are now turning their attention to fundraising to build the classroom. They are just over halfway to their goal, having recently held a lunch to showcase their ideas and design, as well as a brain-storming session for fundraising ideas.

Student Molly Densem, had this to say about the classroom: "I really liked the project because no-one has done it in New Zealand before. I've learnt so much since I got involved. It's great for the environment and it could be a big hit around the world." **SN**

- Jacqui Taylor

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Understanding dyspraxia

DYSPRAXIA, OR **DEVELOPMENTAL** dyspraxia, which is the official term, is a condition which has been known about for many years, but is something which is very poorly understood by most people, including many teachers.

One of the difficulties is the terminology. A variety of other terms are used for the same condition, including Clumsy Child Syndrome and Developmental Coordination Disorder.

There are also a number of conditions which sound very similar, including of course dyslexia, and people tend to be confused about the distinctions between these conditions.

So what is dyspraxia exactly? Well, the definition is also quite complex. Dyspraxia is known as a 'motor planning disorder'. This means that it affects that process which takes place when we initiate an action or movement, or even speech.

This whole process is referred to as 'praxis', which comes from the Greek and means movement process. Praxis is basically the link between brain and behaviour – that process which enables us to make decisions about what we do and how we plan our actions. In other words, it is the foundation skill for us to be able to interact with the world around us, making sense of incoming information and organising our responses to it.

In order for us to interact with our environment, electrical and chemical messages are continually being sent between neurons (brain cells), and 'neural pathways' are created, which are basically links between different sets of neurons. Dyspraxia can be thought of as a 'hiccup' in that whole process of sending messages within the brain.

This 'hiccup' can affect a variety of different areas, including the process of storing or retrieving information, planning an action or organising ideas and responses. Confusingly, it can affect different people in different ways or even the same person differently on different days. It is not at all uncommon to find that on one day, a dyspraxic child struggles to do something which he managed quite easily the previous day.



“Dyspraxic children are often clumsy or uncoordinated and many struggle with fine motor skills, such as tying shoe laces or handwriting”

Dyspraxia is known as a hidden handicap. A dyspraxic child looks quite normal in every way, but has unexpected difficulty when it comes to developing new skills and coping with complex demands. There is no link with intelligence. A dyspraxic child can be highly intelligent, but still struggle with processes which most people would find easy, which can cause huge frustration and anxiety.

The causes of dyspraxia are also poorly understood at present. Acquired dyspraxia can be caused by brain damage from an accident or stroke, but developmental dyspraxia is a condition which children are born with. It is thought to affect approximately six per cent of the population, although many of these people are affected to such a minor degree that it is never formally diagnosed or treated.

Dyspraxia affects many areas. Dyspraxic children are often clumsy or uncoordinated and many struggle with fine motor skills, such as tying shoe laces or handwriting. However, dyspraxia can also affect language skills and dyspraxics often have difficulty organising their thoughts, both when speaking aloud and when trying to put pen to paper.

Socially, dyspraxics often have difficulty interpreting body language and, in the playground, they can become targets for bullying, particularly as they tend to be poor at sports and don't fit in. There can be emotional problems, often resulting from frustration and anxiety.

Schoolwork is often affected, with some children struggling right from the start with reading and writing. In other children, difficulties can become apparent once the demands of the curriculum increase and they are required to cope with a high degree of complexity, which demands more planning skills. At home, a child may struggle with the basics such as getting dressed or coping with instructions or chores.

Diagnosis and treatment can be through a variety of avenues. Dyspraxia can be identified through specialist learning assessments. Alternatively, parents can talk to their GP, who can make a referral to an occupational therapist or paediatrician. A child may need specialist help from an occupational therapist and/or a teacher who specialises in learning disorders.

Awareness and understanding are also crucial. Dyspraxic children have all the potential and strengths of other children – they just process information differently and struggle with certain areas.

With the right kind of understanding and support, dyspraxic children can be helped to overcome their difficulties and achieve success. [SN](#)

- Ros Lugg

ROS LUGG is an educational consultant specialising in literacy and learning disabilities. She is a qualified specialist teacher and assessor and the managing director of the Step by Step Centre and The Learning Staircase Ltd. in Christchurch.

A future in forestry

FORESTRY IS ONE of New Zealand's pivotal industries and also one of it's largest employers.

And just as the forestry industry is the lifeblood of many areas, the lifeblood of the industry are the people it employs.

Papatoa Forestry Training is one of the country's leading providers of forestry training.

Increasing demand in the industry has seen the programme continue to grow and expand in recent years, and it is now offered in 19 locations throughout the North Island.

Since its inception, Papatoa Forestry Training has established solid relationships with logging contractors in it's regions and provided thorough and professional training for students who desire a career in the rapidly growing forestry industry.

Providing a full time, 40 week course, Papatoa Forestry Training can offer those interested in a

career in forestry a Certificate in Cable Logging. This certificate provides the groundwork for a rewarding career in the forest harvesting industry, as well as other related professions such as wood processing, arboreal jobs and firewood operators.

The Certificate in Cable Logging includes a range of Compulsory Unit Standards and locally developed content which equips graduates for an often demanding industry. The course includes units such as chainsaw use and maintenance, knowledge of the extraction processes, cable harvesting, first aid and basic life support, health and nutrition, and information regarding factors that may impair performance, as well as elements not included in other courses.

The Certificate consists of one course. The course is divided into compulsory and elective clusters. The compulsory clusters are core to cable logging and the elective

clusters allow students to select one specialist option in the area of either breaking out, tree processing or log making. Department of Labour standards and the forestry industry itself emphasises the importance of adequate training. Therefore, obtaining a qualification that is industry recognised, and experience that is applicable on the job is an important element of forestry work. Needless to say, Papatoa Forestry Training provides industry recognised and respected qualifications to participants.

A love for the great outdoors, enthusiasm and energy are paramount for a career in forestry.

Graduates of the course are equipped with the knowledge and experience to work skilfully, confidently and safely in the forestry industry.

Furthermore, the demand in the industry is so high that enthusiastic and committed students often find placement even before their studies

have been completed.

Students are taught in a supportive learning environment by Tutors who have years of experience in the forest industry.

While a career in forestry is often very physical, positions are often well-paying and offer a great deal of personal satisfaction.

Papatoa Forestry Training is part of Tairāwhiti Polytechnic, which is based in Gisborne. They have had courses running the North Island for the last six or seven years. Papatoa Forest Training also 19 venues throughout the North Island.

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**Laughton King**

Psychologist

Dyslexia explained

LAUGHTON KING TELLS OF HIS LIFE AS A DYSLLEXIC ADULT AND AS A DYSLLEXIC CHILD.

SN: What is it like to be dyslexic?

That's a good question, because being dyslexic is normal for me, I've always been dyslexic, and I don't know any other way. I don't know what 'normal' is.

For years, I thought I was normal- although perhaps a little stupid, or maybe just dumb. I knew I was always a little behind the eight-ball, I didn't understand what the teacher was talking about, and couldn't pay attention to the classroom situation, but with enough effort, huge concentration, and a degree of canny strategising I got through.

Being dyslexic is usually associated with having reading and writing difficulties, and that is certainly the case for me. Eventually, somewhere round about my tenth birthday, I figured I had mastered the art of reading and became an avid reader - for the next three days. Finally I gave up exhausted, having read my first book five or six times



I think in pictures, I chase words around the pages of books, and I have trouble finding any sensible connection between squiggles on paper and real things they are meant to refer to

– Laughton King

– up to page six – and eventually realised that although I could read, and say each word, I had no idea what they meant, or what the book was about.

As an adult, I will happily dig your garden or mow your lawn in preference to reading a book.

Dyslexia is about language, and about not being able to do language well. Reading difficulty is only one part of being dyslexic, but let's explore that for a moment.

As a dyslexic, I know that words are the things that come out of your mouth and into your ears. The things in books or in the newspaper are not really words at all – they are just pictures of words, they are things to remind you of the words that you can say and hear. The really hard part is that they are made up

of squiggles, black marks on white paper.

I don't know what you see when you open a book, but the first thing I see is flashes of lightning jumping all over the page. When my primary school teacher asked what I meant, I drew a line where the lightning went, and she said that it followed the gaps between the words down the page.

The same teacher asked me why I liked to draw a line around my page, and I told her it was not a line, but an electric fence, like on our farm, to stop the words, and my eyes, from wandering off the page. I was not allowed to draw my lines on school reading books, and that made reading too hard - the words wouldn't stay still long enough for me to work them out, and they kept

jumping from one line to another. The teacher put a blank card under the line I was reading, and that helped, but they wouldn't let me do it at college. Now as an adult, with my laptop, I can finally write, because the computer puts all the bits in the right place.

SN: What about writing for the dyslexic?

This is hard too. The first reason is obvious because writing always involves words. What is not obvious is that to write words you first have to choose words to write. What if you don't have any words in your head? Yes I have plenty of ideas, memories, fantasies and creations, but I see them in pictures, and I cannot readily find words to represent them. In my head my internal video may show a pack of crazed Chihuahuas terrorizing the police in the city, but I write on my page 'The little dog', then give up in disgust.

SN: Can you take us into the world of a dyslexic child?

Well, I think in pictures, I chase words around the pages of books, and I have trouble finding any sensible connection between squiggles on paper and real things they are meant to refer to. And this



Eventually, somewhere round about my tenth birthday, I figured I had mastered the art of reading and became an avid reader - for the next three days

all happens in perpetual reverse gear. School is not cool.

You say 'dog', and I get a picture of a dog in my head. You probably do the same, and that doesn't make you dyslexic. You say 'fiction', and you probably know what it means, but I just look at you funny because I can't get a picture of that word. I can't draw a simple picture of what it means. I also can't get a picture of 'respect', or 'tidy', or 'behave' or lots of other words that parents use, and I have only a very hazy idea of what these words mean. I want to please, but adults won't or can't understand.

You know what you mean, but the words make no sense to me. It's even worse when you say 'Don't', and then put a picture of me doing something in my head. You do this with 'slam the door', and

'spill your drink', 'be late' and lots of other hypnotic commands. When I comply with the pictures you give me, I get the blame, and I am told that I am naughty.

There is no picture for 'don't' in my head. I am blamed for following instruction as best I can. It is better if you tell me what you do want rather than what you don't want.

It is a bit like petrol (words), and diesel (pictures). You put petrol in my diesel tank and I can't make the car work. I can't learn and I can't cooperate.

I have eyes inside my head that have lots of pictures going through them, lots of videos, all at once. Some of these are now, some are from in the past, and some are from the future, all at once. Some are real and some of them I create, but I can't tell one from the other, they all

look the same.

You say I have a good memory, but this is only for pictures. You say I have a good fantasy, when you like it. You say that I tell lies when you don't like it.

When you ask me what I am thinking I can't answer. The first reason I can't answer is that I can see about 6000 things in my videos at any moment, so which bit shall I tell you about? It is easier to just say "Nothing". The second reason is that there are just pictures in my head – and feelings.

Telling you something involves using words, and I'm not good at that. I often end up wanting to share, but can't find the words, or use lots of wrong words, or far too many words, too fast. And then you growl at me. The worst is when I say words, and you hear them, but

I used the wrong words that don't say what I mean. Please don't ask me how I feel, that's just too hard.

And while I'm on the subject, when you want me to learn something, or to understand something, telling me with words is not the best way to go. Show me, walk me through it, and I will have a far better chance of understanding and giving you what you want. **SN**

LAUGHTON KING, M.Soc.Sci. Dip.Ed. Psych. is a registered psychologist, author, mediator and speaker. He has practiced as an educational, child and family psychologist for the last 30 years, and he now tours the country offering short seminars on the topics of learning difficulties and co-operative parenting to educators and parents.

Supplier Profile | The Hairdressing ITO

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Copyright and creativity

FOR A CONSCIENTIOUS but time-challenged teacher, the issue of copyright in the classroom can be a daunting one. What material is copyright protected? How much can safely be copied? Does it really matter?

In general, teachers receive little training in the subject, with the result that some will ignore it, whilst others may allow their fear of infringement to potentially lessen their effectiveness. Consequently, the importance of copyright cannot be underestimated.

Copyright law safeguards the rights of those who create literary, musical, dramatic, and artistic works and includes such things as broadcasting, software, and technical drawings. Protection arises automatically as soon as the work is put into material form, and lasts for fifty years after the creator's death.

Creativity and intellectual effort produce works that are valuable to society both for research and instruction, but just as schools depend on literature, art and music for education, so those who created them rely on payment for their livelihood. The free use of copyright works threatens a creator's financial stability and risks the production of further works. As New Zealand writer Riwia Brown succinctly puts it,

"Writing is how I earn my living. If I don't write, I don't eat."

Balance is provided by certain exceptions within the Copyright Act which allow users to legally copy from copyright works. Schools faced with budget

constraints are able, within limits, to take advantage of this when, for instance, they make multiple photocopies of printed resources instead of purchasing them.

Sometimes however, the allowances aren't enough.

Without a licence, sound recordings or dramatic works can only be performed before an

audience of students or staff at an educational establishment. Parents cannot watch, nor can a fee be charged. Television programmes can't be recorded and shown later in the classroom.

"In the case of printed works," explains Kathy Sheat, chief executive officer of Copyright Licensing Ltd, "only three percent or three pages, whichever is the greater, is permitted. Where this would cover a whole work such as a poem, copying is limited to fifty percent. And what value is half a poem?"

Fortunately, schools can legally extend the allowances by purchasing licences for a small fee per student. Alongside other benefits, this allows television broadcasts to be recorded and shown in the classroom, audiences able to attend school performances, and a full poem to be copied.


Agencies such as the Australasian Performing Right Association (music), Copyright Licensing (printed works) and

Screenrights (television broadcasts) help schools get the most from their resources and remove the necessity of a tedious, impractical search for a copyright owner by giving instant permission to copy. After a small deduction for administration costs, the fees are returned to the writers, artists, musicians and performers whose work has been copied. To make things easier, the licences are available through the New Zealand School Trustees Association 'One-Stop-Shop' Licensing Scheme.

If your school hasn't got a licence to copy then permission must be obtained from the copyright owner.

The copyright symbol on a work reminds us that the work is protected by copyright, but its absence does not mean the work is freely available. Nowhere is this more misunderstood than when using the internet, where copyright notices aren't always visible. In fact, there may be more than one copyright involved if for example, there is text and music on the website.

Checking for copyright information should become a good habit. Where there is no information, assume the work is protected until you can prove otherwise.

Finally, a word about your students - these young people are the creators of tomorrow, but what about today? Their artworks, essays, and musical achievements are just as worthy of respect now as in the future. Ask them, their parents, or guardians for permission when you want to display, copy, or perform their work. Teach your students about copyright law, and discuss how it protects them as creators. Encourage them to use the copyright symbol on their own work. If they see their own creation as being valuable they will recognise the value in those of others. 

CAROL HAYES is communications officer for Copyright Licensing Ltd, a globally-networked copyright collective agency that provides centralised licensing services for the reproduction of extracts from published works.

Carol Hayes

Communications
officer for Copyright
Licensing Ltd



“Checking for copyright information should become a good habit. Where there is no information, assume the work is protected until you can prove otherwise.”

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Keeping tabs on truancy

WHEN A STUDENT starts on the slippery slope of repeat truancy, they often find it hard to get back into school, after missing work and losing focus.

Ashburton College has made a decision to tackle the problem head on, and a combination of community involvement and smart software, has enabled them to keep track of truants and to keep parents informed when students don't turn up at school.

"We started trialing School-Links software in term one this year and went live with our Years 9 and 10 in term two," says Helen Shore-Taylor, Assistant Principal of Ashburton College. "We have now introduced it for Years 11 and 12 as well.

"The software enables us to notify parents on the day via text messaging and email that their child isn't at school, which allows the parents to let us know whether the student is sick, or to do



We believe that even if we nip one or two truants in the bud before the activity becomes entrenched, it is well worth it

**– Helen Shore-Taylor,
Assistant Principal of Ashburton College**

something such as going home and taking the student to school.

"We have been analysing our use of the system and we send 20-40 texts a day, and while we are finding up to 50 per cent of the parents don't reply, we believe that even if we nip one or two truants in the bud before the activity becomes entrenched, it is well worth it."

The school has the cost of the texting (17 cents per text), subsidised by local businesses


– The Ashburton Guardian and McDonalds Ashburton. They are also involved in a programme called 'Rock-On', which involves the police youth aid officer, child, youth and family services, district truancy services, public health nurses and others to work with chronic truants and their families.

Other School-Links systems schools can put school notices, calendars and newsletters on-line, help parents monitor student's homework and assignments, and let

students and parents know if trips have been cancelled or when sports events have changed venue.

The system has a series of leveled password protected platforms, which means that teachers, administrative staff, parents and students can all have access to the parts of the system applicable to them. For parents, this means that savvy students can't get into the system and mark themselves as absent and spend the day in front of the television.

These systems have been designed for all New Zealand schools and been approved by the Ministry of Education.

"We are finding the systems really worth the cost, and it has been great to get the community support and involvement," says Shore-Taylor. 

– Jacqui Taylor

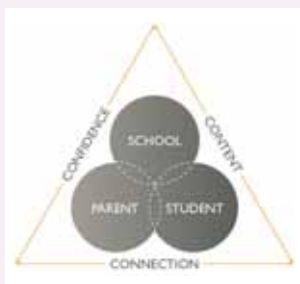
Supplier Profile | School-Links

Connecting Schools and Families

SCHOOL-LINKS IS Internet based communication software approved by the Ministry of Education for the delivery of early notification text message and email absence alerts in New Zealand schools.

School-links allows parents and students remote web access to a wide variety of real-time information such as news, notices, homework, calendar and events information and absence reporting. Because it is purpose-built for New Zealand schools like Ashburton College, it can interface with their Student Management System – MUSAC.

School-links' administrative functions allow Ashburton College to content manage all the information on their School-links web portal themselves and set access permissions to different user groups – teachers, students, or parents.



By using School-links, Ashburton College is investing in better information flow between the school, its students and their families. The benefits are improved information flows, greater parental involvement, superior learning outcomes and reduced risk to students.

**For more information visit
www.school-links.co.nz**

CONNECTING SCHOOLS WITH PARENTS AND STUDENTS

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Students from St. Margarets College and Christ's College perform the Pirates of Penzance

Preparation for performance

THERE'S A LOT that can go wrong when organising a school production. From safety issues to financial worries, there seems to be a fine line between a school production being a thoroughly rewarding success story and a nightmarish ordeal.

Nevertheless, a production presents an opportunity to expose the talents of faculty and students alike, and provides a challenge quite unlike anything else available in the school environment.

So what's involved in putting together such an event? Christ's College and St. Margarets College in Christchurch recently collaborated to perform the Pirates of Penzance to much acclaim, so we spoke to director of drama David Chambers and producer Robyn Peers, to find out the key elements of executing a successful show, and just why they continue to do it year after year.

The Planning

Robyn "Deciding what show to produce is a complicated process and it usually involves consulting with a number of different people - talking with the musicians and the drama departments of two different schools, finding plays that haven't been done recently, and finding plays that we think the kids will be interested in."

David "You have to be aware that whatever you're going to do may not be within the comfort zone of the students as you make the decision, but you have to have a fairly good idea that they can rise to the occasion. It's about working out where we want them to get to and asking - 'where are they now?' and



Producer and director of the Pirates of Penzance, Robyn Peers and David Chambers

'is there enough time to get them there?' That's the hardest thing."

The Money

Robyn "There are basic things that you have to get done in the very beginning, like getting the rights to the show you want to do. We didn't have to do that with the Pirates of Penzance because it's out of copyright, but normally that's the first stage - contacting the people who have the rights."

David "If the stuff's in the public domain, theoretically, that makes it a lot cheaper because you don't have to pay between twelve and sixteen percent of your gross. So weighing up the cost of the royalties is always done very early in the process. The main thing is getting something that's going to appeal to the pupils, is going to put bums on seats and that's going to energise the staff."

Safety

David "The constant concern is, if you're flying things in or shifting things that have got wheels on, that people don't fall off them, that they've got adequate brakes etcetera. Also, because you are dealing with adolescents you've got to keep an eye out for their personal safety - making sure that the relationships they form are great, but are going to stay wholesome; that they get out by 9:30 so that they can get home by the 10 o'clock driving curfew for example."

The Process

Robyn "When you're doing a senior production you're not doing it because you're trying to teach the students all of these skills so that they can then go on to do bigger productions. You're doing it to pull people in from all areas of the school who want to have a go

at producing a project, and I think that the self esteem that they get as a result of going through that process, of being encouraged, is great thing. It's great to give them that opportunity.

"In terms of props and bits and pieces and things like that - there is a lot of goodwill from other schools and other professional organisations and institutions around town. There is a permanent mobile lot of lights and costumes moving around. It's a real network. People know who's got what and they lend and share"

David "The students have to learn time management - they have to find 200 hours, over and above their regular commitments - but once they learn it, it's a skill for life. Equally, they learn about event management and the co-ordination of resources - vital skills which they can take into adult life."

The Result

Robyn "One of the great joys of doing this is when you suddenly get an email or a child comes in and says 'we went to see a show in Sydney or London and it wasn't nearly as good as what we did!' Seeing that ownership and enjoyment of what they've created themselves - that's what's great about it."

David "There's a huge amount of satisfaction seeing how much pride they take in their work. It validates a part of their lives that they see as important. If you validate their passion then you're two thirds of the way there. That's the biggest gift that you can give a student." **SN**

- Jonathan Cotton

Are you a teacher from 9 – 5 or 24/7?

AN ADDITION TO the existing rules for making reports and complaints about teachers to the New Zealand Teachers' Council, which reads: "any conduct that brings or is likely to bring discredit to the profession", caused a recent media brouhaha and triggered some thoughts for me about the subject.

The addition to Rule 9 (Criteria for reporting serious misconduct), is to be used by an employer who suspects on reasonable grounds that a teacher has engaged in misconduct.

Certain members of the organised teaching profession were motivated to speak out about their concern that the addition is too vague and implied far-reaching "Big Brother" accountability in matters of teacher conduct, as reported in the Bay of Plenty Times ("Censure rules worry teachers", 3/8/08); The Press, ("Teachers fear new rules' intrusion on private life", 29/7/08); and The Dominion Post, ("Teachers cry foul over rule change", 17/5/08).

This event raises some interesting issues around professional ethics, teacher conduct (not the same thing), and digital publicity, particularly as one of the examples used in the reports above referred specifically to young teachers whose Bebo or Facebook profiles could land them in hot water (interestingly implying perhaps that those of us born "pre-Moon landing" couldn't have such on-line profiles or get into such hot water).

The terrain on which we live our daily and professional lives has changed considerably in the last decade. For example, whereas in the past silly pictures of us would be safely hidden from public view in private photo albums, now, people seem to be compelled to broadcast them around the world – in public digital spaces.

When applied to teachers, a question that should spring to mind is whether such behaviour is appropriate – some of the reporting mentioned above seemed to suggest that a teacher's private life and goings-on is no-one else's business, thus cancelling out this appeal to propriety. Put this to a test, however: if a teacher is motivated to splash dubious



Teachers who knowingly broadcast their private intimacies not only make themselves vulnerable, but reveal poor judgement

weekend behaviour across the internet, surely a board of trustees, the principal and that teacher's colleagues have a right to question whether this person is 'fit to teach', especially when the students get hold of the material in question.

'Fitness to teach' is a concept that seems to raise far more fundamental questions than does the additional clause that has caused some fuss. That clause must be placed in perspective. It has been added to a list of 14 already existent and highly specific criteria for reporting teacher misconduct – one may suggest it is there just in case any alleged misconduct is not covered in one of the other 14 cases.

I suggested earlier that conduct and professional ethics are not the same. Put differently, what is more important – what a teacher is or what a teacher does? Conduct can be of all types, ranging from ethical to illegal – and there are now 15 criteria against which to measure

conduct that falls on the wrong side of that scale. Critical to the concept of an ethical teacher is the idea that such a person is motivated by an ethical standard from which all else follows – in other words, an intrinsically valued ideal standard that motivates a practitioner who does not require punitive 'rules' as a guide to behaviour.

Leon Benade

Director of
Mockingbird
Educational
Management
Consultants



The New Zealand Teachers' Council 'Good Character and Fitness to Teach' policy is exercised at initial application for registration – teacher or LAT (Limited Authority to Teach), and at renewal (not full registration, interestingly enough). This policy specifies certain ethical standards, including respect for persons and the law, promoting and nurturing the safety of learners and upholding the public and professional reputation of teachers.

Some may argue that the final clause of the list just mentioned is also wide-ranging and inadequately defined. What that clause and the 'Fit to Teach' policy does highlight, however, is that, at least ideally, teaching is not for those who think that the kind of human beings they are out of school has no bearing on the kind of human beings they are in school.

Teachers who knowingly broadcast their private intimacies not only make themselves vulnerable, but reveal poor judgement that calls into question, at the very least, their emotional maturity and 'fitness to be a teacher'. **SN**

LEON BENADE works as an independent education consultant and is director of Mockingbird Educational Management consultants, after a decade working as a senior manager in the Auckland secondary PTE education sector. He focuses on management support, strategic planning, PD&L facilitation and the 2007 New Zealand curriculum.

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21st century online communities up-skill for e-learning

E-LEARNING HAS EXPANDED rapidly in the 21st century bringing lots of opportunities for teachers and learners. Teachers are using the web, video-conferencing, course management systems, and other social tools to change the way students learn and interact. E-learning brings a range of expertise into their classrooms and also extends students' opportunities to study with teachers in other schools. Teachers are using the same tools to join dispersed communities of practice, while they gain qualifications and simultaneously implement new practices in their classrooms.

can be adapted to local contexts to maximise relevance and impact.

Typically, as an example, the 15 week e-learning course at the University of Canterbury College of Education will usually include gentle up skilling with new ICT (information and communication technology), tools underpinned with relevant research, followed by a project to put the course to work in each teacher's context. Teachers have told us that these professional development opportunities have created 'shifts in their thinking', are the catalyst to 'oxygenate their teaching', and enable them to get 'above the daily grind'.

“ Teachers have told us that these professional development opportunities have created ‘shifts in their thinking’ ”

It is important that the latest knowledge and research about teaching is in the schools where it can be most effective in improving learning outcomes for children. However, understanding the assumptions behind the research and how it can be successfully implemented in your own school and classroom is challenging. As advisors and teachers of e-learning, we have been delighted to observe the personal and professional growth of teachers as they get to grips with new applications and best practice with technology and, at the same time, revisit their own theories of learning in ways that are deeply connected to what they do in schools.

It can be difficult for busy teachers to find time for professional development alongside the demands of the school day, and this is where online learning can provide the flexibility to accommodate individual situations. As well as overcoming geographical and time constraints, online learning also ensures that teachers are supported throughout their study, and course activities

One of our most popular courses, 'Information and Communication Technology in the Teaching and Learning Process,' illustrates this.

Participants achieve a range of course objectives including 'develop, implement and critically evaluate strategies for the effective integration of ICTs into classroom practice'. Teachers are introduced to new skills and practice before interpreting these for trial and implementation into their own classroom and school. Teachers design a project that fits with their classroom context, for example supporting inquiry learning or higher order thinking with e-learning approaches.

Learning online will prompt some teachers to consider implementing best practices in teaching and learning online in their own schools. There is a growing interest in the ways that digital technologies can be blended with more traditional learning approaches within and between schools, and these strategies are supported by the Ministry of Education. Examples can be found within individual schools, as well as in virtual schooling clusters



and the Correspondence School. Professional development courses are offered in this area too, where course activities relate to individual contexts and some of this year's teachers' projects included extension activities for an honours group, and also for ESOL students. Another teacher improved physics teaching across a cluster of schools by blending online learning to support video conference sessions, while a principal investigated good practice e-learning across a small cluster of primary schools.

Research provides evidence that sustained innovations to improve learning in the classroom impact individuals, classes and the whole school too and a skilled workforce can help principals in the work they do.

Becoming involved in E-learning also offers an opportunity to join a community of practice that stretches

nationally and internationally. Courses may be taken within a larger qualification, such as the Graduate Diploma in ICT in Education (GradDiplCTEd) or a Masters of Education. **SN**

– Julie Mackey & Niki Davis

JULIE MACKEY is head of the School of Literacies and Arts in Education in the University of Canterbury. Previously a secondary teacher she has lectured in commerce and computing and is involved in secondary initial teacher education and professional development for teachers, especially in e-learning and ICT.

NIKI DAVIS is professor of e-Learning at the University of Canterbury. She is recognized internationally as a leading expert in information and communication technologies in teacher education. She has over 200 publications including books and scholarly papers.



Principal Alan McIntyre with left, deputy principal Christine Bull and right, assistant principal Wendy Gresham, and students

Marketing magic:

Commerce and community at Owairoa School

THE TWO WORDS 'marketing' and 'education' used to be uncommon bedfellows, but according to Alan McIntyre, principal and defender to the end of "the best primary school in new Zealand", Owairoa Primary School, marrying the two together is one of the most important aspects of a successful school.

The Auckland school's marketing strategies are just part of an

innovative package that has created an educational environment where teachers beat a path to their door, parents and students have a strong sense of community and ERO offers glowing reports.

"To put it bluntly," he says, "it's the bums on seats that bring in the money that then allows you to offer the programmes, facilities and top quality teachers for the best educational outcomes for your students.

"Schools are multi-million dollar businesses and need to be run as such, so we have a sales and marketing manager as part of our team here and at our senior staff meetings every week, you will find a marketing

report alongside the principals' report and the latest from the Board of Trustees."

A large number of the school's administrative staff, including McIntyre and members of the board have marketing qualifications, and he says that they are the best school marketers in the country.

"We all take ownership of the marketing of the school and we definitely try and think outside the box."

The most visible piece of clever marketing the school has implemented is their school car. A bright yellow Nissan S Cargo, it has photographs of happy, shining children's faces emblazoned all over it, along with logos and slogans.

Donations were key in its purchase and a parent who is a local motor vehicle dealer offered them servicing and maintenance

together with other practical assistance.

The car has a donated number plate 'OYROA', and can be seen around the neighbourhood, parked outside the supermarket, outside

18 ►



Owairoa Primary School's car proves to be a great marketing tool



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Enjoying the outdoor play equipment

◀ 17

pre-schools and on the local streets. Parents home with young children are offered a coffee out of the back of the hatchback together with a DVD presentation about the school and what it has to offer.

Different staff members take it home different days so it is seen in different suburbs, all increasing the visibility of the school's brand.

"We have sent maternity packs to the new mothers in our zone, so that they think of us when that baby reaches school age, and when our ERO report came out, we took an eight page spread in the local paper," says McIntyre.

The school's methods have been so successful that they are planning to run courses for other schools and have been invited to speak at conferences on more than one occasion, imparting their knowledge of how to make your school desirable.

But the school is about more than marketing. They also have to deliver a school environment and education that lives up to the hype, and the absolute commitment and passion for the pastoral care of their students and the wider community definitely does. The whole school community is seen as a family; staff,

students and parents.

"We have joked that we're not a school, but a social agency, but we have to get the pastoral care of our whole community right, otherwise the rest won't work. The educational part of our work these days is only half of the equation really. We also need to fully support parents and staff as well as the students.

"The school works well if the families feel close to the school and they often come to us for guidelines and help. For example, we run events such as separate Mothers Day and Fathers Day breakfasts, and send home Praise Cards. These are posted out to parents highlighting something great that their child has done, a kindness or working well in class, and we tell the parents that their good behaviour must be a credit to their family and their parenting; this means a lot to them and raises their confidence as parents.

"We get some great feedback after the various events. I recently got an email from a dad after the Father's Breakfast saying how his daughter was so excited to bring him to school to show him off.

"We have a really fancy Friday morning tea for our staff. We celebrate the successes in their

“

We have joked that we're not a school, but a social agency, but we have to get the pastoral care of our whole community right, otherwise the rest won't work

**– Alan McIntyre, principal,
Owairoa Primary School**



A father and son enjoy family activities at the school



Embracing each child's cultural heritage is fundamental at Owairoa

families, or their work above and beyond for the school. It's all about being interested in other people. We have a very low staff turnover; a recent position here attracted 250 applicants."

Their latest ERO report notes that the school management: "effectively promotes the school locally and internationally and works to enhance the concept of the Owairoa 'family.'"

Another innovation Owairoa School is undertaking is combining private enterprise with a state asset.

"We want to build a \$1.5 million

heated indoor pool so that instead of 15 weeks of swimming, the students and wider community can enjoy it year round. A private swim school is offering to build the pool on our site, we will get to use the pool, have our students taught important water safety and swimming skills by professionals and we will have a facility vastly better than the old concrete outdoor pool we have at the moment.

"We are currently 'in discussions' with the Ministry, as they have problems with a state asset being in private hands, but we see this



Shining happy faces at Owairoa School



Funding is a huge issue and our biggest challenge. As a decile 9 school, we receive probably half a million dollars less than if we were a lower decile school

innovation as a win-win situation for all concerned.

"Funding is a huge issue and our biggest challenge. As a decile 9 school, we receive probably half a million dollars less than if we were a lower decile school. For example, 4-5 years ago we received \$600,000 to run the school, and raised \$1.3 million ourselves."

McIntyre says that a lot of that money came from the international student market which, especially for primary schools, has been destroyed by changes in

legislation requiring students to be accompanied by their parents to study in New Zealand.

"There is talk of a relaxation in the rules, which will give a great advantage; otherwise we will lose some of our specialist teachers.

"Currently we only have 48 per cent of our school donations in for this year, which means there is \$85,000 outstanding, but as we can't force parents to pay, we can't rely on this money at all."

Another comment in the ERO report sums up the goals of the



Staff, parents and students enjoying 'Book Week'

principal and his staff.

"Underpinning the school's very good performance is the caring, supportive, and entrepreneurial influence of the principal. He is well assisted by the senior management team which works together to support teachers to deliver programmes that are set at appropriate achievement levels for individual and groups of children."

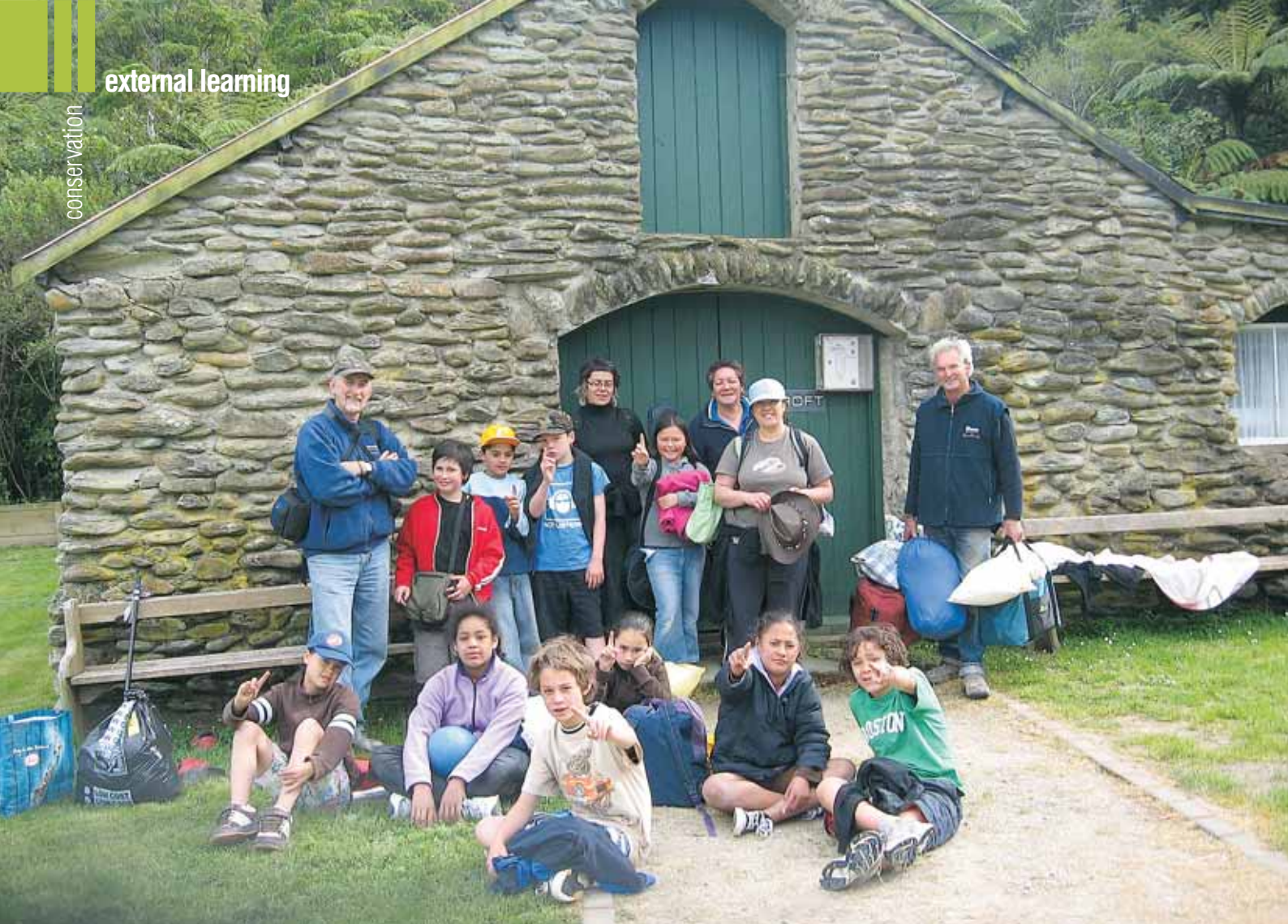
So what gets McIntyre out of bed each morning and into school with such enthusiasm?

"I love being a principal. It's a

fantastic job, although I don't really think of it as a job. It's certainly challenging, but I'm proud of the work we do, of the people I work with and the relationships we have built amongst the staff and the community.

"I see our work here as three fold. We work hard to celebrate achievement in all its forms. We take our responsibilities in educating our students very seriously and we are also there to guide the community." [SN](#)

- Jacqui Taylor



Exploring the area's history

Hands on conservation

HE ORANGA TAIAO, he oranga tangata. 'A healthy environment provides for human wellbeing'

In an increasingly fragile world, this saying is an important notion for our children to understand and develop attitudes and skills around.

A well planned and purposeful outdoor education trip is the best setting for this learning. For the last three years, I have accompanied the year six pupils of my school's bilingual unit on a three-day eco-tour of Queen Charlotte Sound. Hosted by Pete Beech and his wife Takutai, onboard the launch Tutanekai, this trip is a fantastic experience.

The first night is spent on Waikawa Marae in Picton, where the visitors are welcomed onto the marae and to Totaranui, (Queen Charlotte Sound). The meeting house is the context for learning about the Maori history, myth and legends of the area, shared by the

“ A healthy environment provides for human wellbeing

tangata whenua, Te Atiawa.

The next day it's off to the wharf to meet Tutanekai. She is a wonderful old launch, and very comfortably fitted out to take a school group on an island hopping adventure.

Everybody loves being on board,

22 ►



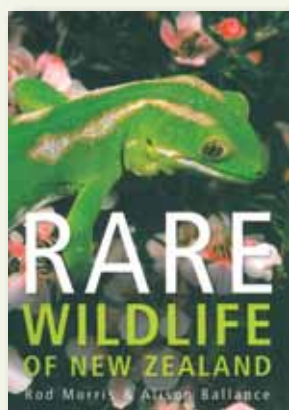
Feeding goats on Arapawa Island



Conservation book giveaway

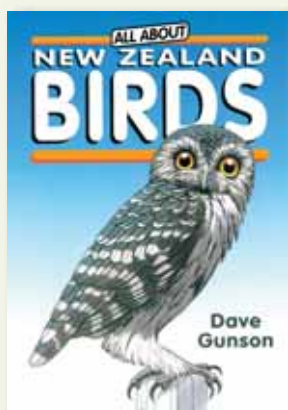
NEW ZEALAND'S NATIVE FLORA AND FAUNA ARE UTTERLY UNIQUE, SOMETIMES BREATHTAKING AND OTHER TIMES QUITE DRAB OR UNDERWHELMING. WHETHER IT IS A TOWERING KAURI TREE, A MAUI DOLPHIN SKIMMING THROUGH THE OCEAN WAVES OR THE SMALLEST LICHEN ON THE UNDERSIDE OF A ROCK, IT ALL NEEDS PRESERVING AND CELEBRATING.

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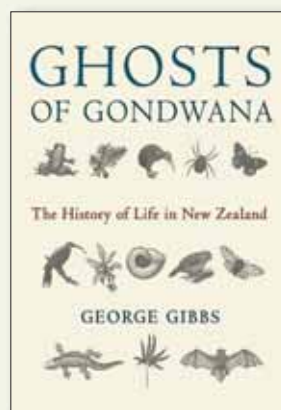
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All About New Zealand Birds

By Dave Gunson
Published by New Holland
Publishers
RRP \$24.99



Ghosts of Gondwana

By George Gibbs
Published by Craig Potton
Publishing
RRP \$49.99



New Zealand's Wilderness Heritage

By Les Molloy and Craig Potton
Published by Craig Potton
Publishing
RRP \$89.99

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To be eligible for the draw, please include your school's name, address and telephone number, and the name of your librarian or other contact person. Entries close Friday November 7, 2008 and winners will be announced in Issue 27.

GREAT TRIP STORIES

Where have you taken your students and how did the trip broaden their minds and enrich their learning?

If you have had a great experience out there beyond the school gate, why not drop us a line and tell us about it and we'll publish a selection in upcoming issues.

Where did you go, why did you choose it, what did the children gain from the trip and what aspects of it worked well as far as the curriculum was concerned?

Send your article, of around 200 words, to:
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The launch Tutanekai

◀ 20 are able to move about in safety and even get a turn on the wheel.

As you sail leisurely up Queen Charlotte Sound, Captain Pete maintains his fascinating commentary covering all manner of subjects, but focussing on the history and ecological values of the area. The main theme is his passion, kaitiakitanga, or guardianship of the environment, so it is preserved for the generations which follow.

You will stop every now and then to see local sites of

significance, whaling stations, shipwrecks, goldmines, the local wildlife (seals, king shags, gannets), blue cod at the marine reserve - the list goes on. It's a huge thrill when Dusky and Hector's dolphins come alongside the boat to play.

The accommodation on the next two nights is in tepees on Arapawa Island, and then at Furneaux Lodge.

Takutai is the bush expert. She will take you onto several islands, including Motuara Island bird sanctuary where, if you are really

“ As you sail leisurely up Queen Charlotte Sound, Captain Pete maintains his fascinating commentary covering all manner of subjects, but focussing on the history and ecological values of the area



Tepees provide accommodation for students.



Students exploring on the beach

quiet, you can get up close and personal with birds you rarely see on the mainland these days.

There is more to describe than I have room to write about, but I cannot finish without a mention of the visit to see Betty Rowe and her Arapawa Island goats, Captain Cooker pigs, and Spanish merino sheep. Her story is amazing and the students fall in love with the animals.

Pete and Takutai have a great rapport with the students, and each night Pete holds a quiz for them on

what they have seen and heard that day. They love it.

This trip has genuine educational value and we will be off again this year. You can find out more at: www.ecoschoolcruises.co.nz/threeday.htm [SNI](#)

MIKE DAVEY is a resource teacher of Maori based at St Albans School in Christchurch. He provides advice and support primarily to bilingual programmes, but also to Maori programmes in mainstream schools.

Mountain thrills on a winter camp

THIRTEEN-YEAR-OLD Nick Andrews Morrissey of Auckland's Westlake Boys High School likes subjects that involve thinking and debating as well as learning facts and his two favourites are social studies and science.

For hobbies, Nick enjoys drawing and photography, and making movies with his video camera, and he'd like to be a film director when he's older.

When Nick got the opportunity to go on a Youthtown winter camp at Ruapehu he jumped at the chance, especially as he'd already had a taste of snowboarding at Snowplanet, near Silverdale, and really enjoyed it.

"When we got to Ruapehu," Nick says, "we were split into groups with two teachers showing us what we needed to know about snowboarding, like how to brake, how to pick up speed and how to turn."

And although there were a few spills, Nick says he caught on pretty easily. He loved being on the mountain, though one day when it was



erupting the group went to a maze and the thermal pools in Rotorua instead of going to the slopes.

"The Youthtown team are used to things like this happening, or the weather turning bad, so they always have alternative things to do," he says.

"One of the best things about

the camp was the people I met on it. They were all really cool. Sometimes we would just go up on the mountain and race down on our snowboards together. It was real fun and I won't forget it in a hurry.

"I'm definitely taking the next opportunity to go on a Youthtown

winter camp and I hope to keep going back for the next few years."

Contact: Brian Walsh
Outdoor Programme Coordinator
P | 09 379 5430 ext: 823
E | brian@youthtown.org.nz



YOUTHTOWN

SPECIAL TIMES ON A SUMMER CAMP



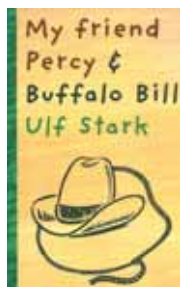
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New books on the block

My Friend Percy and Buffalo Bill



By Ulf Stark
Published by Gecko Press
RRP \$16.99
Ages 11-14

A young boy's yearly routine of travelling to a Western Sweden island to spend the summer with his grandparents is suddenly shaken up when his schoolyard 'blood brother' mistakes a casual comment about the trip as an open invitation to tag along. Ulf usually looks forward to his trip, but this year is different.

This funny and moving book delves into the meaning of both friendship and difference by the author of over 30 books and a nominee for the Hans Christian Andersen Prize.

Taniwha, Giants and Supernatural Creatures



By AW Reed and Ross Calman
Published by Penguin
RRP \$24.99
Ages 5-10

The first in a series of four books that gather together traditional Maori stories from many regions, from the well loved and well known, to the more unusual and lesser known stories from local tribes.

Wonderful tales from the Maori world of old are recounted that are not just exciting, but part of our cultural heritage. It's a great addition for any school library. The second two in the series are due out in 2009.

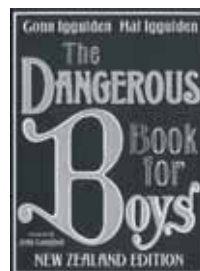
Odd Bird Out



By Helga Bansch
Published by Gecko Press
RRP \$18.99
Ages 4-8

Robert is not your regular kind of raven. He is happy, he loves to laugh and tell jokes, wear colourful clothes and sings with abandon. This does not go down well with his dour, sensible raven friends and family and he is forced to leave home. But soon a new and special bird arrives who dazzles the ravens and has them wondering just who this new bird can be. A celebration of difference, this book is beautifully illustrated and has a great sense of fun.

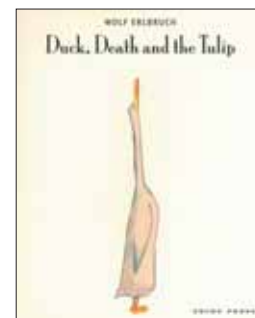
The Dangerous Book for Boys (New Zealand Edition)



By Conn Iggulden and Hal Iggulden
Published by Harper Collins Publishers
RRP \$49.00
Ages: 8+

In today's over protective and risk averse culture for children, this book reminds us how to have fun and adventure, and how to dream of conquering the world – in other words, how to be a boy again. First published in the UK in 2006, where it spent almost twelve months on the best seller lists, this New Zealand hard cover edition is updated with New Zealand content, and filled with themes of exploration and how-to adventure for boys (and girls) from 8 to eighty.

Duck, Death and the Tulip



By Wolf Erlbruch
Published by Gecko Press
RRP \$18.99

Age: 8+

In a strangely heart-warming story, a duck strikes up an unlikely friendship with Death. This translation of Erlbruch's masterpiece will intrigue, haunt and enchant readers of all ages.

Simple, warm and witty, this book deals with a difficult subject in an elegant, straightforward way. The story shows death as a part of life and leaves the reader with a sense of both sadness and hope.

The illustrations are understated but charming, and the image of death and duck conversing gently about life will stay with you for a long time.



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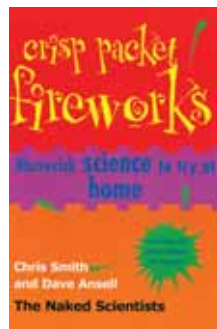
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Crisp Packet Fireworks

By The Naked Scientists
Published by New Holland
Publishers
RRP \$29.99
Age: 8+

If you have ever wanted to create quicksand from rice, build a toaster-powered hot air balloon or work out the speed of light using margarine and a microwave, then this is the book for you.

With over 40 incredible experiments using simple everyday objects to explain the wonders of science and nature, this book will offer endless fun and give tools to teachers to show science principles and get their students enthused.

Chicken Feathers

By Joy Cowley
Published by Penguin
RRP \$17.95
Ages: 9-11

This feel good story revolves around Josh and his cantankerous pet hen, Semolina. Josh is a worrier – and for good reason. With his mother in hospital, about to give birth, and his Grandma on the scene running the household, Josh's hen's ability to talk is dismissed as silliness, but when she warns of a fox about to raid the family chicken farm, how will Josh save the day? This is classic Joy Cowley illustrated beautifully by award winning illustrator David Elliot.

The Year of the Shanghai Shark

By Mo Zhi Hong
Published by Penguin
RRP \$28.99
Ages: 15+

This exciting first novel from a new New Zealand writer explores the strange, humorous and sometimes frightening world of urban China today and is narrated by Hai Long, a young orphaned boy growing up in the north-eastern Chinese city of Dalian. An accessible yet deceptively clever novel from an electric new voice. [Sn](#)

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Fundamental elements

THINK BUNSEN BURNERS, weird smelling chemicals and bits of animals to be dissected. With the addition of technology such as laptops and projectors as teaching aids, the science laboratory at the typical high school has changed over the years, but the basics are still to be found.

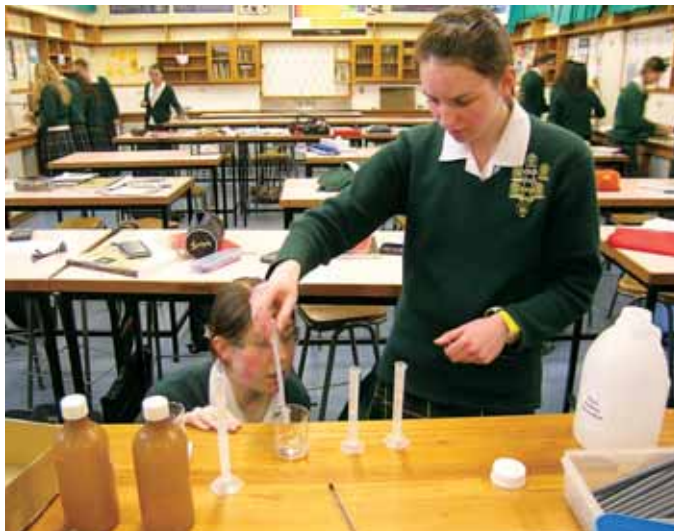
"There are a lot of the basics that need to be replaced regularly, like glassware and chemicals," says head of science at Burnside High School, Lynda Keer. "But increasingly we are using other technology to aid learning and it all comes out of the school budget."

Burnside High, as one of the country's larger schools, has 19 labs and there will always be, says Keer, the need for the basics of science.

Cam Parsonson, who has a background in science and is also educational resources officer for Nature's Discoveries, a company that supplies equipment to schools, agrees that the basics will always be needed.

Most importantly, Parsonson says, it is the interest of the teacher that makes the difference, not only in how creatively the equipment is used but in how they inject students with an enthusiasm for science.

"Science is very important in all areas of the business world, and by having both equipment that is interesting to use and staff who are excited about their subject, students can get a sense of the importance of science knowledge and also the fun they can get out of it," he says. "If the equipment is shiny and cool then it piques the interest of the students. Likewise, if the labs



Burnside High School students working in a school's laboratory.

“Students often really enjoy the hands-on aspect to science and it is definitely a case of learning by doing in lab work”

are dated and old, then science seems that way too."

Keer also believes that the teacher's personality and passion for what they do has a big impact on the way students perceive science.

"Science offers a good foundation for life and for later careers, and in a rapidly changing world students need to have a broad base of knowledge, with science a definite part of that," she says.

"Students often really enjoy the hands-on aspect to science and it is

definitely a case of learning by doing in lab work."

Keer says that the use of textbooks is definitely decreasing, but they are still part of the equipment needed.

"Together with the consumables such as chemicals and glassware, there are a lot of other pieces of capital items that last for quite a while but do need replacing regularly, such as molecular models, microscopes and electrical meters for example. We also need to ensure

that safety equipment, such as safety goggles, are on hand, and there is safe storage of chemicals.

"With new codes of practice for storage and safe use, we have had to change the way we store and track use of chemicals. We have to be very vigilant.

"We are a lucky school in that we have enough resources to equip our labs well, but I know many schools struggle to fund their labs, which may mean they can't offer the same range of experiments, or that students have to share equipment. It can be quite unequal in this respect."

Parsonson sees astronomy and the use of telescopes as an area of science that could be expanded.

"Often in labs, students spend a lot of time looking at the small things, but it would be great to expose them more to the bigger picture - the celestial world. I know that using a telescope to look at the moon can be very rewarding. Even in cities with light pollution and during daylight hours, there are things to be studied and discovered; even the sun can be viewed using the correct filters.

"I think science really does impart an understanding of the world around us and the fundamentals of knowledge, such as understanding Newtonian laws of motion. It leads to a well rounded individual, with positive career prospects and life choices. A basic knowledge of general science really is a necessity to allow for competent decision making in today's world." **SN**

- Jacqui Taylor

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To enter your school in the draw, email win@schoolnews.co.nz with Globe in the subject line. Or write to Globe Giveaway, School News, Multimedia Publishing, PO Box 13 0075, Christchurch. To be eligible for the draw, please include your school's name, address and telephone number. Entries close Friday, November 7, 2008.

Supplier Profile | Bell Technology

Temperature control

THERE ARE SITUATIONS in the typical school science laboratory where being able to accurately, consistently and quickly measure the temperature is important to the success of experiments.

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work with a variety of scientific and mathematical software. Free software is available on the internet.

The company has a number of battery powered loggers that have been used just once by a large company for only a single trip to Europe. The company is now offering the loggers to schools at a heavily discounted rate.

These loggers are designed to last through 1000's of uses and will be converted back to their originally intended multi-use format. The variety of uses in a school laboratory and in other classrooms is only limited by the teacher's and student's imaginations.



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New guidelines for food at school – a snapshot of solutions

IT HAS BEEN four months since the National Administration Guidelines came into effect on June 1, 2008, which required boards of trustees to:

1. Promote healthy food and nutrition for all students, and
2. Where food and beverages are sold on school premises, make only healthy options available.

If you look at the ways schools have approached these two facets of the legislation, you find a wide range of solutions, and below is a small snapshot of what is happening in the canteens and at lunchtime at our nation's schools.

Nelson Park Primary School (decile 3)

The principal, Nevan Bridge, has a vision for 'developing the whole child'. He wants children to leave the school with a toolbox of experiences they can use at their next school.

"It's not just about nutrition and physical activity, it's about helping children make cool choices. That's what we are trying to achieve," he says.

Health promotion is woven tightly into the ethos and activities of this primary school, but the change has happened slowly, targeting a couple of key issues at a time. This realistic approach to change has been one of the big success factors.

"It's a matter of stepping back and supporting the staff to further grow health promotion," Bridge says.

The principal is fully behind health promotion work, and has allocated teacher funding for health promotion for the equivalent of one afternoon a week. Health promotion is written into the school's strategic plan as one of four, main goals.

Golden Bay High School (decile 6)

This school's food and nutrition policy has helped guide the development of a new canteen, including determining what foods would be sold. Parents have been a driving force to improve the food at the school, and they have put in a lot of unpaid time and energy to make it happen. Student leaders also regard it as important to make



“It's not just about nutrition and physical activity, it's about helping children make cool choices. That's what we are trying to achieve

– Nevan Bridge, principal, Nelson Park Primary School

healthy options available.

At the same time as the new canteen opened, school rules were changed to stop students leaving the grounds during school hours to

buy food and drinks from the dairy across the road. The former Canteen Committee chair commented, "I think, to start with it was crucial, but now if access was reintroduced, I

don't think the canteen would lose too much trade.

"To principals, I'd say, if you want to get a new idea across, then get the senior school in behind you. Having senior students role modelling has had a real effect. "Students are more likely to take things on board when they hear them from other students, and when they feel as though their ideas are valued and their concerns are listened to."

Miller Avenue School (decile 1)

"We believe kids need to be strong. They need to have the skills to make their own choices in a difficult community. We want them to say 'no' to drugs and to gangs, and to all the other negative options out there. If we can't get them to say 'no' to a pie, then how can we expect them to say 'no' when faced with all those other choices," says principal, Kaye Fergusson.

De La Salle College (decile 1)

The principal believes that health promotion is as important as education, saying, "You can't achieve quality education without it."

Half a page of the school newsletter is regularly devoted to various aspects of students' health. De La Salle has a food policy that covers both what is sold at school and what is provided at school camps. One aspect of this is that the college no longer permits fizzy drinks to be consumed at school, and since these drinks were banned, teachers believe students' behaviour and capacity to learn have improved.

Year 7 and 8 students have access to a free breakfast at school once a week, and up to 30 boys use this service. They are provided with cereal, milk, Milo, fruit and toast, and are given the opportunity to complete their homework and read the newspaper before school starts. **SN**

- Jacqui Taylor

Clean canteens

SCHOOL CANTEENS OFFER an opportunity for children to buy food at school, whether it's lunch every day or the occasional snack.

Ensuring the safety of the food is essential and school canteens must comply with food hygiene and safety requirements specified in the Food Hygiene Regulations Act 1974, and the Australia New Zealand Food Standards Code.

Local authority environmental health officers may inspect the premises for compliance with the regulations and may charge an inspection fee.

Schools must take responsibility for producing safe and suitable food on their premises, whether they employ a chef and kitchen staff, rely on volunteers from their community, or bring in a commercial food operator.

The Australia New Zealand Food Standards Code requires that every food business ensures all staff have the skills and knowledge to ensure the food they handle is safe.

At a minimum, all staff, including volunteers, must understand the fundamentals of food safety. By following these, the aim is to:

- prevent contamination of food from the environment
- prevent cross-contamination between different kinds of foods and between raw and cooked foods
- prevent the growth of bacteria in the food/food environment
- provide clean, well-maintained food premises. All canteens should have a cleaning roster documenting tasks and responsibilities, along with up-to-date records to show that these tasks are completed as set out in the roster.

Staff must:

- clean all equipment for preparation, transport and serving of food between tasks and after every use
- sanitise all equipment that comes in contact with food between tasks and after every use
- dry utensils, dishes and surfaces after cleaning
- maintain separate areas for raw and cooked foods, and keep used crockery and utensils away



“ All staff must appreciate the importance of scrupulous hygiene in the kitchen and serving areas. Particular attention must be paid to hair, clothing and frequent hand washing

from food-preparation areas
The Food Safety Standards set out minimum requirements for design and construction of food premises. These requirements include adequate ventilation, easy-to-clean surfaces, and adequate hand-washing facilities.

All staff must appreciate the importance of scrupulous hygiene in the kitchen and serving areas. Particular attention must be paid to hair, clothing and frequent hand washing.

Hands should be thoroughly washed with warm water and soap, (taking particular care to clean around fingernails) then dried:

- between handling raw and cooked food

- after handling dirty crockery and utensils
- after toilet breaks, nose blowing, coughing/ sneezing, touching hair or applying make-up and after handling cash
- Actual contact with food should be kept to a minimum. Use of clean utensils, such as tongs, should be favoured

Staff who have been ill should be excluded from food handling and should not come into contact with surfaces or utensils used for food preparation. Staff members suffering from gastroenteritis when the organism is unknown should be excluded from food handling until 48 hours after symptoms have ceased. **sn**

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See page 42 ▶

Towing the line

IT CAN CERTAINLY be frightening to see the speed at which some motorists travel past schools. Traffic is still the main threat to the health of school age children.

Many technologies have been employed to lesson this threat, with the most common being cautionary signage, advising motorists of the presence of schools and urging them to slow down. Safe Routes to Schools crossing points, Kea crossings and 40km/h speed zone signs are three other methods employed by local councils in an attempt to slow drivers down outside schools.

Another technology available is the speed trailer, an electronic device mounted on a trailer, which measures and then displays the speed of oncoming traffic. So far the use of the trailers has been very successful, and studies have shown they provide real reductions in speeds around schools.



Speed trailers are an effective way to remind drivers to drive carefully around schools

In a 2003 survey the vast majority of people interviewed said that the presence of a speed trailer made them more aware of their speed. Likewise, in the same survey, 78 percent of the schools who responded said that there was a noticeable reduction in

vehicle speeds with the presence of the trailer.

The trailers are easy to operate and most trailers can be set to show how much the fine would be if the speeding driver was ticketed.

Auckland City and other local authorities in the Auckland region

have school and community speed trailer programmes. The city's operation is run in conjunction with the Accident Compensation Corporation. Requests for the trailer are managed by the ACC and the council.

One speed trailer is available in Wellington. Schools can request the trailer with a phone call to the council.

In Christchurch there is no charge for the use of the trailer within city limits but some charges may apply outside this area. The council will deliver and pick up the trailer for you. Speed trailers are often booked many months in advance so it pays to think ahead.

In Dunedin, one trailer is available, managed by Fulton Hogan. Contact the Dunedin City Council for details.

For those outside the major centres, contact your local council to check availability. **SN**

- Jonathan Cotton

Surfaces to lessen injury

PLAYGROUND SAFETY IS a very important part of both a school's maintenance programme and its commitment to the wellbeing of its students.

"It is essential schools know the regulations and understand the responsibilities and obligations that are required from them to have playgrounds up to SNZ 5828 standard," says Tony Judd of Numat Industries.

"New Zealand has traditionally had one of the highest playground injury rates in the world and most of those would be fall injuries.

"Kids love to climb higher and go faster; it's part of growing up, developing their self confidence, strengths and skills but playgrounds must also be safe."

When looking at surfaces to be placed under equipment in the playground, several things need to be taken into account.

Surfaces should be free from

“ NZ has traditionally had one of the highest playground injury rates in the world - Tony Judd, Numat Industries

any sharp parts or any hazardous projections and should be installed without creating any points of entrapment of body parts.

Underneath playground equipment, surfaces must have some impact attenuation properties, but if the free height of a fall is less than 600mm, it is not required to



Testing playground matting for free fall height safety

be tested. As examples, asphalt, concrete, bricks or timber would not be suitable under equipment, no matter how low the free fall.

Materials such as topsoil and turf (grass) have some limited impact attenuation properties. If

well maintained, they are effective for free heights of falls up to 1000mm. But this also has to be suitable all year round, including in the heat of summer.

Maintenance is vital, no matter what surface is chosen, and all surfaces do have a end-life. Replacement, repair and regular inspections need to be factored into budgets.

When using synthetic surfaces such as rubber tiles, there should be documentation that details the free height of fall that it has been tested and approved to, along with instructions for maintenance.

The Ministry of Education has worked with Standards NZ to produce a handbook, and information on the requirements for the standard are on the following website: www.standards.co.nz (search the Standards catalogue under SNZ HB 5828.2:2006). **SN**

- Jacqui Taylor



Dealing with tragedy – a principal shares his support strategies

DAVE RANDELL HAS seen his share of sorrow and tragedy during his time as a high school principal.

A few years ago, when he was principal of Melville High School in Hamilton, the school experienced four suicides in as many months, and now, as principal of Otumoetai College in Tauranga, he has had to help his staff and students cope with four student deaths in four years.

"We have developed a trauma incident plan that we sat down and worked on very carefully," says Randell. "I'm usually the first person to be informed at the school of a death, and I then rally the senior staff and counsellors. I remain the sole point of contact for the student's family and any media, and we offer any assistance we can to the family."

"We ring around, find out who the student's friends are, make sure they know, and offer any counselling they may need. We have a great team ourselves, but schools can contact the Ministry of Education's trauma team, who will send out what a school needs, whether it is counsellors, or teachers that can offer release time for our staff, who may need time to spend

with students who are struggling. Often, students turn to a favourite teacher rather than a trained counsellor at these times.

"The last death we had was during the summer holidays, so we opened the school to give students and families somewhere to gather, and often we find the family wishes to have the school involved, whether the funeral is held here, or we hold a memorial assembly at some other time."

Randell says that their Whare Wanaga is often a place people go to reflect and it is seen as a place of reverence.

"Cultural differences or religious beliefs need to be taken into account. It is important that we are caring and compassionate with everyone, and that the grief process be as open and inclusive as possible."

"Our last death was of a girl in Year 9. Many of her fellow students hadn't been to a funeral, let alone of a classmate. It's important to let them grieve and feel free to do it in the way that works for them."

"We encourage everyone to move on with their lives, but not forget the person we've lost. We have created a memorial garden with plantings and plaques in a



Otumoetai College's memorial garden

“It's OK for us to show our emotions, our caring side and our grief – Dave Randell, principal, Otumoetai College

quiet part of the school grounds and students often sit there to eat lunch and reflect."

He says many of the families concerned have donated prizes for prize-giving, so the student is remembered in the years to come.

"I also use accidents and tragedies as examples for our students, to remind them, for example, to be careful on the roads, or to show them what a huge waste a suicide is and how devastating it is to those left behind."

Randell also says it's important for staff to support each other, to work together as a team to help everyone get through a death or other tragedy in a school.

"It's OK for us to show our emotions, our caring side and our grief. Lines of communication always need to be kept open with everyone, from the grieving family to the students, the staff and the wider community. It's also important not to be afraid to ask for help." **Sn**

– Jacqui Taylor

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Maintenance

School sports field maintenance: getting the basics right

SPRING HAS FINALLY arrived, and it's time to consider and prioritise sports field maintenance requirements for the summer and the following school year.

Appropriate and timely maintenance work on sports fields can go a long way to maximising the amount of use a field can sustain whilst retaining a quality surface. Unfortunately, a lack of appropriate maintenance is a common problem.

Economic considerations are often cited but in the longer term this reasoning often proves to be false economy.

Usually a basic, regular, annual maintenance programme is more cost-effective than letting the fields run down and spending several thousand dollars to resurface them.

A Basic Maintenance Programme

Each field is unique and a range of operations are available to



A good summer sports field requires year round attention

maintain the fields in top condition. When planning your maintenance programme keep in mind the following considerations:

Be realistic. The more a field is used, the greater the maintenance

requirements will be.

Set priorities. Base your decisions on the experience of previous years. Establish priorities for maintenance activities based on the amount of use a field receives

and its importance. Generally, high use fields require greater inputs than lower use fields.

Where the budget is limited, the following will generally be the most cost-effective maintenance options:

Usage control

One day of school activities on a soft or wet field can result in as much damage as a whole season of activity or, worse still, a sub-standard field for the remainder of a season. Where the budget is limited, a usage control policy can result in considerable savings, whilst maintaining consistent playing conditions throughout the season.

A usage control policy should involve stopping the use of fields when in a soft or wet condition and ensuring school activities are spread evenly over all the fields and not concentrated on one field or fields closest to the changing facility.

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New Technology

Pitch perfect

A GREAT CRICKET pitch makes for great cricket and offers a chance for students to become better cricketers, so with this in mind, the Canterbury Junior Cricket Association (CJCA) embarked on an ambitious project to lay close to forty Astroturf cricket pitches in Canterbury schools over the last three years.

"We made a strategic call," says president of CJCA, Brent McConchie. "We promote and manage junior cricket in Christchurch. One of the major inhibitors to our work is a lack of well prepared pitches for, and especially at, schools."

"We set about raising \$300,000 to fund the project. The Canterbury Community Trust were the largest providers. We are now in process of laying the last four of the pitches."

"A lot of schools were just mowing a section of their grounds for a pitch, but cricket needs an exceptionally flat surface so that

both the bowler and the batsman can predict what the ball is going to do and have some control over that.

"By laying an artificial pitch, players can develop better skills, play cricket at a higher level and enjoy themselves more too."

Teacher and cricket coach at Christchurch's Avonhead Primary School, Chris Tweedie, says that they have had their pitch down for two summers and it has made a big difference to the interest in cricket at the school.

"With the CJCA agreement," she says, "they helped fund the pitch and in return, their association teams use the pitch for weekend games. For us there was a safety issue that came with gaining a better surface to play on."

With the old pitch, the hard balls the students play with at Year Seven onwards can be quite dangerous if the ball hits a rough patch. Some of our older players can bowl pretty

quickly, so this surface makes it a lot safer.

"There has certainly been an increase in interest. We used to have one team and we could easily fill five this year, if we had enough coaches."

"I can only see positives really. With the involvement of the association, we have had Black Caps come and visit. It saves other areas of the grounds from wear and tear and it gets the kids out there and active."

"It works well for local communities too," says McConchie. "You will see families and community groups out playing on them on weekends and summer evenings"

"After winters that are wet like the one we've had this year, grounds men are struggling to get regular pitches ready in time for the new season."

"Cricket is a game that



develops traits we like to see in our community such as discipline, team work and patience. As a non contact sport, it requires mental skills, rather than physical strength or toughness. "For many of us, helping youngsters with these social skills and contributing to the community is as important as our sharing our passion for cricket," says McConchie. **SN**

- Jacqui Taylor

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Nitrogen Fertilisation

Although turf-grass requires a balanced diet, the main requirement is for nitrogen. Where a budget is limited, after usage control the emphasis should be on adequate nitrogen nutrition. Nitrogen fertilisation will promote extra growth and as a result, a dense turf surface that is better able to recover from wear and suppress weeds.

A basic programme that will need to be adjusted depending on budget and the amount of play received is provided below.

Nutrients other than nitrogen, (calcium, phosphorus, potassium, magnesium), should be applied on the basis of soil test results and in conjunction with, rather than as a replacement for, nitrogen.

Physical treatment

Physical treatment of the soil is required to correct problems such as surface sealing, soil compaction and poor drainage. Physical soil treatments come in many forms including spiking, coring, mole ploughing, vibramole and Verti-drain. The option selected for a sports field is site specific and will depend on:

- Correct identification of the problem.
- Soil profile and soil type.
- Level of use of the field (amount of surface disruption that is acceptable).
- Availability of equipment.

Generally, physical treatments carried out in autumn, when the soils are on the dry side, are more effective and will contribute most to improved drainage and a stronger turf cover. The major exception to this is mole ploughing which is best scheduled in spring. However, after such a wet winter many fields will benefit from a spring physical soil treatment to relieve soil compaction and surface sealing.

Under-sowing

Too often under-sowing is delayed until substantial turf cover is lost. When this stage has been reached considerable cost and time is required to reinstate a mature turf cover. A more cost-effective approach with ryegrass fields, and one which will depend on use and budget, is to top-up the fields with small amounts of seed (25kg/ha/pass) regularly. For example, high use fields should ideally be under-sown



Schools increasingly need high tech equipment to maintain their grounds. Inset: The winter and sports can wreck havoc on school fields

A minimum maintenance programme for school sports fields

Month	Operation	Comment	Usage Control
March	Nitrogen fertilization	Apply at 20-25 kg N/ha once autumn rains occur. Avoid fertilizer application for 3-6 weeks before undersowing	Strict usage control from autumn to spring to preserve turf quality and surface conditions
April	Undersowing	Once adequate soil moisture can be assured and ideally in conjunction with school holidays to give new plants a chance to establish	
	Physical treatment	When soil is in a dry to moist condition to improve winter drainage	
May	Nitrogen fertilization	Apply at 20-25 kg N/ha to maintain turf vigour and promote recovery from wear.	Strict usage control from autumn to spring to preserve turf quality and surface conditions
July	Nitrogen fertilization	Apply at 20-25 kg N/ha on high use sportsfields to maintain turf vigour and promote recovery from wear.	
September	Nitrogen fertilization	Apply at 20-25 kg N/ha to promote recovery from wear (if necessary)	
	Physical treatment	Once the soil has dried to a dry to moist condition to relieve compaction and surface sealing (if necessary)	

annually, whereas less intensively used fields can be under-sown every second or third year.

Weed control

If weed infestations are a problem, weed spraying will be required as part of a maintenance programme. Heavy infestations

may require repeated applications. The timing and type of weed control required will depend on the species and quantities of weeds present, and any local restrictions on chemical use. Expert advice should be sought to ensure the appropriate control methods are used. **SI**

info

For further assistance with developing a maintenance programme for your school sports fields please contact the New Zealand Sports Turf Institute (06) 356 8090

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Paddock upgrade a success for students

STUDENTS AT THE small North Island Te Uku School, showed that they had the initiative and skills to undertake a large maintenance project when they revamped the gully area behind the senior classrooms, in 2007.

Overgrown with weeds and sadly neglected, this former horse paddock was seen as offering untapped potential as a play and recreation area for the school's 160 students.

An inquiry approach was taken to the project, says principal Rachel Allan, which meant that the Year 6, 7 and 8 students involved had to do their research by asking questions, finding out what other students wanted and suggesting appropriate solutions.

The students came up with a range of ideas based on their values and beliefs about learning. Projects that they completed included a seat shaped as a surfboard for friends to sit together and chat, as well as mosaics planted along the bush tracks for the creatively minded to enjoy.

Students also recognised that in the interest of safety, the steps needed to be re-done and the bridges repaired, Allan says, and a plan for each project was then drawn up.

"As part of the inquiry approach to the project, the students then had to get quotes for the work from local tradespeople and put their proposals to the school board, which they did with a range of interactive presentations," she says. "Some of the ideas put forward



Te Uku school pupils work on the gully project



The project linked into the school's values of respect, teamwork and responsibility

- Rachel Allan

were declined by the board while others were approved. The students then had to organise adults who could assist them with the completion of their projects."

Working bees of students and parents were arranged to carry out the weeding, removal of privet and digging, and 200 mature plants, including kahikatea trees, flaxes and ferns were planted creating

attractive areas around the paddock for the students to enjoy. Money to purchase the plants was obtained through fundraising schemes. A worm farm was also set up for recycling food scraps.

In initiating the project, the students also realised that a maintenance programme would be needed to keep the revamped paddock in tip-top condition, so this

has also been put in place, making the paddock an ongoing project.

"The project linked into the school's values of respect, teamwork and responsibility," says Allan, "and the research showed that this was a project with a purpose – it's a place for both recreation and learning."

The project was finished at the end of Term 2, 2008.

- Christine De Felice

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Boffa Miskell – creating landscapes for education

LANDSCAPE ARCHITECTURE HAS a vital role in shaping educational environment design. Boffa Miskell, a leading New Zealand environmental planning and design practice specialising in designing learning environments, shares some design insights.

Master-planning overcomes many design challenges

Designing for educational environments poses a special set of challenges. School environments are increasingly constrained spaces. They must be flexible, accommodating multiple uses, and designers are often working with challenging physical sites.

To meet these challenges, Boffa Miskell recommends schools planning any development undertake a master-planning exercise. The master-planning exercise enables the school community to analyse the site, its potential uses, needs and movement around the school and

areas requiring refurbishment.

A master-plan provides a blueprint to guide future development to create an integrated learning environment. It means that the school can stage projects as funding becomes available and allows for construction and any disruption to be managed.

“The School and our design team can learn from successive projects and apply what we have learned to the next stage,” says educational design specialist, Sarah Collins.

The master-planning approach has been successfully applied and refined by Boffa Miskell for the Auckland Kindergarten Association, to guide the ten-year development of Kristin School campus and for the Whitireira Polytechnic in Porirua, Wellington.

Aligning the school vision with the design vision

Boffa Miskell uses a place-based design approach when re-developing school environments. This starts with



The Whitireira Polytechnic master plan.

Photo Credit: Whitireira Polytechnic

an understanding of the site and the school's unique culture. Sarah says it is important to align the school vision with the design vision. This can mean ensuring that the school's heritage is reflected in a design.

Kristin School and Meadowbank Primary School in Auckland incorporated areas of ecological significance into the schools' environments. At Waitakere College, raised lawn structures reflected the region's landscape by referencing the nearby Waitakere Ranges, whilst creating informal areas for students to gather. In other schools, materials and artwork used in the school's environment are consistent with the school's image.

Involving the school community in the design process

As landscape architects designing educational environments, Boffa Miskell is keenly aware that the environment belongs to a school's community, particularly its students. The more students develop a landscape consciousness and thereby take ownership of the school environment, the more they value it, care for it, and learn from what they do when they are in the environment, and then apply these values throughout their lives.

“We understand how to work with school communities including parents, caregivers and school staff,

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Photograph by Simon Devitt – Kristin School, Auckland

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environmental committees and students through the design process to develop learning environments," says Sarah.

Exploring pupils' desires for their school environment, requires an understanding of their developmental capabilities and designing tasks in which they feel comfortable to express themselves. Ideas from school staff are invaluable, but getting student design input can range from drawings for the under fives, to simple discussion eliciting suggestions and ideas from ages seven to nine, to incorporating more formal, classroom based design exercises amongst older students.

Creating flexible spaces

Flexibility of spaces is a common theme in design briefs for schools.

"Learning environments are dynamic spaces, where children come to learn and grow. Landscape structures must be robust and versatile," says landscape architect, Larissa Moyle.

Features are designed with multiple use options in mind. For example steps and the edges of decks can become seats, slopes can become informal seating, terraces or performance spaces and



Kristin Middle School - Library & Information Centre

wetlands are utilised for stormwater management and environmental educational opportunities.

Incorporating sustainable solutions

Boffa Miskell's school designs seek to recognise and enhance each

school's existing ecology. One such project, the Meadowbank School Environmental Trail involved re-developing and re-vegetating a steep, overgrown site in conjunction with the school's environment committee. It won the New Zealand Institute of Landscape Architects Sustainability

Award, gold, and the Multiserve Project Award for Innovative Education in 2004.

Meadowbank School has grown from the initiative developed through this project, and achieved the EnviroSchool's Green Gold Award, 2006.

Boffa Miskell has a multi-disciplinary team of over 140 professionals nationwide with experience in landscape design, planning, ecology, urban design and cultural advisory. The company has completed designs and refurbishments for the whole spectrum of learning environments ranging from pre-school, primary, middle and secondary schools through to tertiary institutions nationwide. It has considerable experience in site planning and landscape design including the refurbishment of existing areas, and project management of school environments.

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New appointments



Shona Smith

DP joins NZQA board

Waitakere College deputy principal Shona Smith has been appointed to the board of the New Zealand Qualifications Authority (NZQA).

She will serve until July 2011, and brings extensive experience in the education sector, including a term as president of the Post Primary Teachers Association.

She is a member of the

Scholarship Processes Advisory Group, which advises NZQA and the Ministry of Education.

New Appointments for the Tertiary Education Commission

Deirdre Dale has been appointed as a Commissioner of the Tertiary Education Commission (TEC). She has had extensive experience in tertiary education. She was the chief executive of Whitireia Community Polytechnic for ten years and also served as president of the polytechnics representation body, ITPNZ.

Dr Bill Rosenberg has also been reappointed as a commissioner for a term of three years, after already serving for two years. [Sn](#)

Do you have an event or new appointment you want to publicise? Send full details of event, date and venue to: editorial@schoolnews.co.nz

sn events diary...

SLANZA Awards (School Library Association of New Zealand Aotearoa) Deadline for entries is October 31, 2008 www.slanza.org.nz for more information

LIANZA (Library and Information Association of New Zealand) Conference November 2-5, 2008, Auckland www.lianza.org.nz

Learning Network Events: Developing the 21st Century School: Building Learning power for Leaders November 3, 2008 Auckland www.edgazette.govt.nz/notices

Learning Network Events: Being an Effective Dean November 28, 2008 Hamilton www.edgazette.govt.nz/notices

Catching the Wave – CATE (Aotearoa Careers and Transition Education Association) Conference 2008 November 19-22 New Plymouth

November 19-21, 2009 Endorsed by the International Association for Educational and Vocational Guidance. Delegates can register their interest in attending this conference by visiting www.careers.govt.nz/conference2009. A call for papers will be posted on the website later in September, and registrations will open in November this year.

NZARE (New Zealand Association for Research in Education) National Conference November 24-27, 2008 Palmerston North www.eenz.com/nzare08

IVCNZ 2008 The 23rd International Conference Image and Vision Computing New Zealand November 26-28, 2008 Lincoln University, Lincoln, Canterbury

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