Journal article

The importance of the teacher/student relationship for Māori and Pasifika students

Author(s): Kay Hawk, Esther Tumama Cowley, Jan Hill, and Sue Sutherland

Publication type: Journal article

Māori and education
Student engagement

$15.00

In three separate research projects involving Māori and Pasifika lower SES students in the Auckland region, the dominant theme to emerge is the critical importance of the relationship between teacher and learner. When a positive relationship exists, students are more motivated to learn, they participate more actively in their learning, and the learning is likely to be more effective. The paper explores the components of the relationship that were common to students from primary through to tertiary study.

Journal issue: set 2002: no. 3
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Partnerships: Accomplishing important work together

Author(s): Helen Timperley and Viviane Robinson

Publication type: Journal article
PLD for facilitators
Families and communities

$15.00

Helen Timperley
Viviane Robinson

Teachers are often asked to work in partnership with others to meet the educational needs of their students. If the partnership is to be successful, it is important that people are clear about why they are in that relationship and what they hope to accomplish together. The authors illustrate their theory of partnership by describing a study of how teachers report to parents, which showed that both parties need to understand each other’s expectations for the child’s achievement and take joint responsibility for working together to realise those expectations.

Journal issue: set 2002: no. 3
Peer influences on learning

Author(s): Marie Cameron
Publication type: Journal article
Student engagement
$15.00
Marie Cameron

This summary of an extensive literature review highlights the different ways in which peers influence learning, and describes classroom approaches that maximise these peer effects. Learning is enhanced when teachers structure the learning environment to allow students to develop their own knowledge and understandings collectively. The continuum of student interaction includes peer tutoring, co-operative learning, collaborative learning, and reciprocal teaching.

What’s news in education?

Author(s): Harvey McQueen
Publication type: Journal article
Policy
Public understanding of education
$15.00
Harvey McQueen reflects on the media’s lack of interest in good news in education, in light of the imminent election of four teachers to the Teachers Council. Looking at the bigger picture, he notes the widening of the learning gap at a time of rapid technological advances in education; the need for a long-term vision of the purpose and direction of education; and the need to value our teachers more highly.
Spelling is an important aspect of literacy – but not something that children can “pick up” during reading or writing. Here are some practical suggestions for combining spelling with writing in the primary classroom.

You can’t investigate in a vacuum

“Here there is no boss”: Alternatives to the lone(ly) principal
School governance and management
$15.00

This article draws on a study of three New Zealand primary co-principalships to discuss some alternatives for re-ordering school organisational structures and power relationships. Some recommendations are made for teachers and boards considering this approach for their own schools.

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National consultation on exemplars: What difference does it make for teachers? 

Author(s): Jenny Poskitt
Publication type:
Journal article
National Standards
PLD for facilitators
$15.00

Earlier this year 225 primary, intermediate and secondary schools took part in a national consultation on the draft national exemplars. Schools effectively trialled the exemplars and provided feedback on their quality and usefulness. The results, though mixed, were generally positive, and have influenced the ongoing development of national exemplars. They also have implications for the professional development of teachers when the national exemplars are implemented in 2003.

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Children’s notions of commutativity: Do we need more than “turn-arounds”? 

Author(s): Glenda Anthony and Margaret Walshaw
Publication type:
Journal article
Maths education
$15.00
Margaret Walshaw

The author describes a study in which videotaped interviews from the NEMP project were analysed to see how children explained their answers to questions involving the commutative (“changing the order”) properties of addition, subtraction and multiplication. Many of the children, having grasped that “turn-arounds” worked in addition, incorrectly applied that same reasoning to subtraction. Asking students to explain their understanding of why number properties such as commutativity “hold good” helps them to apply those concepts appropriately in a variety of contexts.

Journal issue:
Can we keep it? Yes we can!: A summary of the Books in Homes programme evaluation

Author(s): Karyn Dunn and Cedric Croft

From Alan Duff's original vision in 1992, the Books in Homes programme grew to reach 397 low-decile schools and 78,000 students by 2001, with well over a million books distributed. The evaluation was based on questionnaire responses from Year 5 students, teachers and principals. The results showed that Books in Homes is well established as a powerful force for change in these schools, with significant improvements in reported reading habits and attitudes to reading associated with the length of time the scheme had operated within each school.
No school can exist in isolation; schools and school leaders must work in collaborative partnerships for the benefit of all. Consequently, Accomplish Education has established 6 principles that we believe are fundamental requirements in all successful organisations. We have called them our Essentials for Success. A Clear Vision for the Future. Primary School Mathematics Education in England

Joseph Fishman
Richmond College
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Staten Island, New York, New York 10301

A number of scholars and educators have reported on the success of the British in revamping primary education. Like others, I was curious to observe first-hand the British system in operation. I was especially interested in the process of mathematics reform within the context of the "open" or "informal" school. If indeed the British had succeeded in humanizing primary education and had also effectuated mathematics curriculum and teaching...