

**ADVISER TO SCHOOLS - MARLBOROUGH**  
**A Newsletter for all Primary Teachers and Support Staff**  
**May 2008**



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## Term 1 Highlights

- Continuing to support the learning and teaching in schools. Thank you for making me always feel so welcome.
- I was privileged to attend several wonderful professional development opportunities last term - workshops with Brian Annan, Roger Hornblow and a Glasser Lead Management course in Kaikoura. I have shared some snippets from these courses in this newsletter.
- The Marlborough Children as Artists initiative was a huge success with over 100 people attending the opening of the exhibition at the Millennium Art Gallery.

## Welcome

### ***New Principals***

As this is the first district wide newsletter for the year a late but special welcome to acting principals Ju King (Woodbank), Leigh McKendry (Seddon), Rosie Broadbridge (Renwick) and Helen Williams (Rapaura) who have all been leading their staff since the start of the year. I know your colleagues will have made contact to welcome you in your new role and you will experience the supportive and positive network that exists within the MPA.

### ***Farewell***

Sadly we farewell Neil Chalmers at the end of this term as he takes up his new position at Mapua School. Thank you Neil for your contribution to education in Marlborough over the years and we wish you and Bridget all the best.

### ***Congratulations***

It is a bit like musical chairs in our Marlborough schools lately with several changes taking place from next term. Congratulations to Simon Heath (Renwick), Cheryl Wadworth (Tua Marina) and Tania Pringle (Seddon) on your new appointments.

### ***New Staff***

There will be many new faces in staffrooms this term. A special welcome to any teachers and support staff who are new to Marlborough.

## Ken Robinson-Do schools today kill creativity?



**This is an absolutely must see for every teacher, teacher aide and parent.**

Click on: [www.youtube.com/watch?v=iG9CE55wbY](http://www.youtube.com/watch?v=iG9CE55wbY)

Education guru Sir Ken Robinson makes an entertaining and profoundly moving case for creating an education system that nurtures creativity, rather than undermining it. He challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence. Sir Ken Robinson argues that we don't get the best out of people because we've been educated to become good workers, rather than creative thinkers. Students with restless minds and bodies, far from being cultivated for their energy and curiosity are ignored or even stigmatized, with terrible consequences.

**"We are educating people out of their creativity," Robinson says.**

## New Curriculum Support

Each month New Zealand Curriculum Online website <http://nzcurriculum.tki.org.nz> will provide monthly updates on resources and developments relating to the New Zealand Curriculum with implementation stories from schools sharing their experiences and ideas. I encourage you all to [sign up for the updates](#) so you personally receive this information.

This month's update features the following:

- [Learning's the Thing!](#) - Mary Chamberlain's presentation was filmed at the Learning@School conference, February 2008.
- [Implementation resources](#) - a number of new links have been added to this section of the site.
- [This month's school story](#) features Salford School. Principal Marlene Campbell talks about developing their school vision and values.
- They have posted a number of [new strategies](#), including links to the ICT PD Time 4 Innovation online conference, which runs until mid June. There is now an RSS feed to this part of the site so you can keep up to date with new additions and ideas.
- Have you held your teacher-only curriculum day? [Let us know](#) about strategies you used that worked well.
- They are keen for you to [share a story from your school](#). Others can learn from your experiences and make inter-school connections that will help during curriculum implementation.

## Professional Development Opportunities

- ***Notification of REAP courses***

I send out all information about professional development courses I have organised by email. These usually include attachments for you to download for more information and registration forms. **To ensure all teachers and teacher aides get this information if your school is experiencing any serious computer problems please contact Jo or Janice (Ph: 5787848) so we know to fax information to you instead.**

- ***Advanced Notice - Wednesday 27 August***

To ensure all Marlborough teachers have the opportunity of hearing a keynote speaker from the MPA conference we will be following a similar format to last year. Lesley Tait from Red Beach School will be presenting on the Wednesday 27 August before the Portage conference and also holding a separate workshop for our MTLA. The details of these workshops have yet to be confirmed but these sessions will be excellent PD for your staff so just giving you some advanced notice.

- ***Professional Development Planning for 2009***

To enable schools to budget and plan to meet the needs of their staff an electronic booklet will be distributed to all schools in term 4 outlining the range of professional development opportunities organised by REAP Marlborough that will be available during 2009. There will be an opportunity to share the expertise we have locally in our schools as well as inviting outside experts in various fields. I had hoped to compile a booklet last year outlining PD opportunities in advance but this proved more difficult than I had anticipated!

**Please let me know now if you have any suggestions for speakers or areas of particular interest for 2009 so I can target district wide PD to meet your specific needs.**



## Marlborough Teachers in Leadership Association

The Marlborough Teachers in Leadership Association has invited Cheryl Doig to Blenheim.

**All PD sessions organized for the MTLA are open to all staff** and this workshop is relevant for both primary and secondary teachers. An information flyer has been sent to all schools and registrations close on Thursday 5 June.

- ***Dr Cheryl Doig presents...***  
***Soft is hard! How to give feedback to bring about change.***

Developing relationships and working with people are sometimes referred to as 'soft skills'. Yet we know that these skills can be difficult to build. How do you move people forward in ways that support and challenge them? This session will explore the change management process and the importance of understanding people in order to move forward. It will discuss the difference between discussion and dialogue and the importance of giving and receiving feedback in order to change. Ways of giving feedback will be explored, especially in relation to 'difficult conversations'. A simple model for such conversations will be presented and leaders given a chance to practise these skills.

**When: Thursday 19th June**

**Time: 1.45pm – 3.15pm**

**Venue: St. Mary's Parish Centre, Maxwell Rd**

**Lunch: 12.45pm-1.45pm**

**Cost: \$45.00 (includes lunch and afternoon tea)**

- ***MTLA Social Networking Sessions***

We hope to get 100% turnout to these important meetings! It is a chance for you to meet with colleagues, build support networks and relax. These are planned for week 2 each term on a Thursday afternoon at Chequers. We are a very friendly group so if you are in a leadership role you will be made very welcome. It would be great to see some new faces.

***Dates for your diary:***

Term 2 Week 2: Social Network Meeting Thursday 15 May: 4:30-6pm @ Chequers

Term 3 Week 2: Social Network Meeting Thursday 31 July: 4:30-6pm @ Chequers

Term 4 Week 2: Social Network Meeting Thursday 23 October: 4:30-6pm @ Chequers

Week 8: MTLA End of Year Dinner Thursday 4 December: 6pm @ Bacchus



## Marlborough Small Schools Cluster Days

The Small Schools group consists of all U1 and U2 schools and meets during terms 1-3 for PD and networking opportunities. If you have experienced a declining roll and are now classified as a U2 school please let me know so I can add you to our email list. All initiatives planned for this group are always open to any other interested principals especially our U3 colleagues.

- ***Small Schools Cluster Day - Kaikoura Meeting: Thursday 7 August***

Jillian Gallagher from West Eyreton School, Christchurch will be presenting a workshop on Implementing the New Curriculum. Jillian was highly recommended by Colin Williams (Leadership and Management Adviser) as she has held several successful workshops in Christchurch. More information and registration details will be sent out nearer the time.

- ***Christchurch Visit-New Curriculum Release Days***

Some schools have expressed interest in using their new curriculum release days to visit schools in Christchurch. To enable me to put a package together and ensure it fully meets your needs a one minute form is attached. This will obviously target visiting the smaller schools but if you are interested and have not already completed this survey that was sent to the Small Schools group please return to me by Friday 6 June.



## Marlborough Teacher Aide Support Group

Each term I strive to provide a PD and social networking session for our teacher aides. The attendance at these sessions has been excellent so a big thank you to all schools for your support in releasing the teacher aides for these days as I appreciate this puts an extra load on teaching staff.

- **Kaikoura Workshop: Monday 30 June**

***Pause Prompt Praise and Learned Helplessness Workshop-Nicky Halligan/Sue Hennessey***

Pause Prompt Praise – Tatari Tautoko Tauawhi (PPP), is a set of reading tutoring strategies to help children experiencing difficulties in learning to read and is also a useful strategy to help children of all ages. These strategies help children use all sources of information available to them when they are reading from meaningful texts. We will show a demonstration of Pause Prompt Praise and all participants will have an opportunity to practise this procedure during the session. This workshop will also discuss learned helplessness and how best to support children who are experiencing literacy difficulties.

If you are unable to attend the workshop we would love you to join us for a leisurely lunch as this will be our Kaikoura Teacher Aide Support Group social meeting for this term. An information flyer will be sent out next week.

- **Blenheim Workshop: Tuesday 12 August**

***An Introduction to Glasser for Marlborough Teacher Aides-Lisa Moffat***

There will be no PD for our Blenheim teacher aides this term as we are holding a full day 'Introduction to Glasser' workshop for all teacher aides on Tuesday 12 August (Week 4) next term. This will be a wonderful opportunity both professionally and personally and we hope every teacher aide in Marlborough is able to attend. More information and registration details will be sent out soon.

- ***Marlborough Teacher Aides Social Networking Sessions***

The purpose of these meetings is to give you all an excuse to relax and catch up with your colleagues. I am sure there will be a group that will be keen to go to the Cornerstone for a light meal afterwards so remember to let me know when you RSVP so I can book a table for those who feel like a night out! More information will be sent out nearer the time.

***Dates for your diary:***

Term 2 Week 8: Social Network Meeting- Thursday 26 June: 5-6.30pm @ REAP House

Term 3 Week 8: Social Network Meeting- Thursday 11 September 5-6.30pm @ REAP House

Term 4 Week 7: Xmas Party- Thursday 27 November 5-6.30pm @ REAP House

## PD Opportunities Beyond Marlborough

***Teacher Aide Professional Development-Certificate in Learning Support***

This is a one-semester full-time qualification designed for those who wish to work as teacher aides or parent helpers in early childhood centres, primary, intermediate or secondary schools or parents wanting to support their own children's learning. You can study by distance, either full or part-time. No previous qualifications are needed for adult students. Courses start on 21 July. To find out more phone 0800 VARSITY (827 748) or email [inf@canterbury.ac.nz](mailto:inf@canterbury.ac.nz)

***Mana Education Centre***

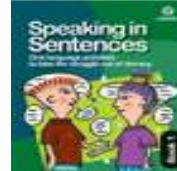
The closure of UC Education Plus centres has made it more difficult to access resources but for schools wanting up to date professional development resources the Mana Education Centre is still open.



With the closure of the West Coast, Nelson and Canterbury Education Centres,  
**MANA EDUCATION CENTRE**

is now a Charitable Trust and is here to help with your resource needs.

our website: [www.manaeducationcentre.org.nz](http://www.manaeducationcentre.org.nz)  
is still under development, but can provide you with contacts at the Centre  
and information on courses we are currently running.



Meanwhile we can help you with any resource needs.

*Our retail guru Christine Bruce is always on hand to advise  
guide and source any item you may require.*

*Simply email Christine at*

[christine.bruce@manaeducationcentre.org.nz](mailto:christine.bruce@manaeducationcentre.org.nz)

Ph: 04 237 7318 Fax: 04 237 730

## Time Tips

### ***Not Another Meeting!***

Horrifying statistics show that the average person spends three to five years of their life in meetings and about 50% of the time is wasted! Do you know how your colleagues feel about the meetings they attend? Perhaps bring it up as an agenda item and together brainstorm ways to improve meetings in your workplace.

For syndicate meetings including a two minute slot at the start of each meeting to share any 'warm fuzzies' and 'cold pricklies' amongst the group I found was an effective way to ensure people got acknowledged and provided an appropriate forum for all issues, no matter how minor to be heard if needed.

Below I have included some tips by Robyn Pearce [www.gettingagrip.com](http://www.gettingagrip.com)

### **Key Points for Effective Meetings**

- **Do you need a meeting at all?** Is there some other more efficient way to reach the decision needed; a more efficient way to pass on the information you're there to share?
- **Even if some of you need to be there, do you all need to be?** Have you ever counted up the salary cost of a roomful of senior executives?
- **Have an agenda**, which everyone should be able to contribute to - circulated at least a few days before the meeting. Benefit - no hidden surprises, no sudden dumping of issues.
- **Stick to the agenda.** If other issues are thrown in, and are relevant, ask for them to be held until general business.
- **Start on time.** Benefit - why should the organised people be made to suffer for the slackness of others. If someone comes late, don't stop and recap - it is their responsibility to catch up later, or from the minutes. By their tardiness they are expressing total disregard for the importance of other people's time. If the chairperson is regularly late, one of the other participants can begin (they'll soon cotton on!).
- **Place the most important items at the top of the agenda.** Benefit - if someone has to leave early, the critical items have been discussed.

- **Set a finish time, and stick to it.** Benefit - people can plan their next appointment with confidence. Sometimes vital items may cause an over-run, but if they've been placed at the top of the agenda, this should be very rare.
- **Where possible, get closure on each item.** What's the point of having another meeting if agreement can be reached now? At the very least, make sure there is SOME progress. Don't waste the time of the whole group on something which can be easily handled by a sub-committee of 2 or 3. If 10 people each speak for 2 minutes, 20 minutes has gone for ever!
- **Distribute minutes as soon as possible after the meeting** - saves confusion over who is doing what.
- **How about a stand-up meeting?** When we get comfortable we'll usually take longer. A number of companies regularly have morning stand-up meetings, and get through their agenda very quickly and efficiently.

### How to be an effective chairperson:

- **Functions:** The agenda; control and atmosphere of the meeting; 'the buck stops here'; making sure that everyone contributes; ensuring that the tasks are evenly shared out, and the willing horses don't end up with all the work (conditional on individuals' time constraints, of course); impartiality.
- **If you need training, get it.** An effective chairperson can make or break the effectiveness of any meeting.
- **Be structured.** Don't dodge all around the agenda. Stay focused on one issue at a time, finish, and then move on.
- **Give trivia the time it deserves.** If something is urgent, but relatively unimportant, put a time limit on discussion.
- **Watch the quiet people, and involve them.** It is very easy for these folk to be dominated and talked over, and yet, because they are quieter, and not in such a hurry to air their opinions, they usually have very valid things to say.
- **Ensure that the vocal members don't dominate the meeting.** If someone wanders, a chairperson has to kindly but firmly thank the garrulous one, saying something like, "Let's hear from ... ", or "I think we need to keep on the topic."
- **Side conversations.** These can be huge time-wasters, and the chairperson must nip them in the bud immediately, or the precedent will be set. They may have to stop the meeting and INSIST on only one person speaking at a time. If the pattern has already been set in an existing group, put it at the top of your next agenda for discussion, and get agreement. The rest of the group can then help the chairperson enforce it. Anyone who wants to chat socially can carry on after the meeting.

## Glasser Lead Management Course

***"The success of the endeavour depends on how well people get along together."***  
**William Glasser M.D.**

It was a privilege to be able to attend the Lead Management Glasser workshop in Kaikoura last term. Lead management focuses on building good relationships and on managing people using non-adversarial and non-coercive strategies to develop quality outcomes for organisations, schools, classrooms and families.

Some snippets from our instructor Maggie Bolton are listed below!

- Companies fail not because of lack of technical knowledge but because of their failure with people.
- The system creates the problems not the workers.
- It is important to share a little of yourself as the opportunity naturally arises with the people you work with (students/staff)

Glasser states that there are six things we need to do to work effectively with others. We need to tell them:

- Who you are.
- What you stand for.
- What you will ask them to do.
- What you won't ask them to do.
- What you will do for them or with them.
- What you will not do for them

## ***Are you working in a lead managed workplace or a boss managed workplace?***

The following table will allow you to reflect on whether you are working in a lead managed workplace or a boss managed workplace. What management style operates in your classrooms, in your syndicates and in your schools?

### **Comparing Boss with Lead Management**

<b>Boss Management</b>	<b>Lead Management</b>
Believes s/he can motivate the worker	Believes people are internally motivated. Removes barriers to motivation.
Sets the task and standards.	Communicates a compelling vision of quality.
Seldom consults the workers. Rarely asks the worker for input.	Establishes a quality relationship based on trust. Inspires cooperation, asks for input.
Does not compromise. Has the power to reward or punish them.	Devotes time and energy to working on the system as a whole and for improving it so the workers realise it is to their benefit to do quality work.
Defines the job, says do it or suffer the consequences.	Learns what quality actually is, teaches it to all who work in the organisation, listens carefully to any worker who has an idea as to how it may be further improved. Creates constancy of purpose.
Creates an environment where workers and managers are adversaries (the worst feature of boss management).	Manages everyone in the organisation so that it is obvious to all workers that it is to their benefit to settle for nothing less than quality. Ensures continuity of the organisation.
Inspects and evaluates the work or designates an inspector. Does not involve the workers in the evaluation or self-evaluation	Leads employees to and teaches the skill of self evaluation.
Gets "it's good enough" work.	Gets quality work and constant improvement.
Uses coercion (usually punishment).	Establishes a warm supportive environment. Is a leader and facilitator and asks, "How can I help you? What do you need to do your job better?" and eliminates criticism and coercion.
Tells workers, what, when, how to do their job rather than shows. Gives the order, " It's your job, just do your job".	Models the job so the worker sees exactly what is expected and has clear expectations; workers are asked for a better way. Focuses on quality.
Is more concerned with the agenda of the boss than the agenda of the workers and the boss's point of view.	Listens and convinces the workers that s/he is concerned about their future by acting on their information.
Asks who is wrong and finds responsibility for defects.	Constantly examines the system and studies the process to prevent defects.
Calls for and rewards individuals rather than the group or team. Prevents the cooperation that quality work requires.	Encourages team-work. Works to increase the workers' sense of control over the work they do (self-directed workers).
Bosses Blame: Unfair competition.	Base their reputation on their intent to provide good pay for each employee as long as the company is making a reasonable return on its investment.
Badly educated workers.	Implements and makes available ongoing training programmes.
High cost of capital.	Is willing to tell employees in writing what is a "reasonable return" and what they can expect as their fair share of this return.
Excessive government regulations.	Is above board and open. Knows low quality work leads to wage cuts, lay-offs and reduced profits.
Overblown legal expenses. Fixes everyone's attention on productivity.	Engages the workers in ongoing honest discussion about the cost and quality of work necessary for success
The economy and Unions. Has the workers' economic future and happiness in their hands.	Is visionary not short-sighted. Looks at the long term welfare of both company and workers.

## Class and School Newsletter Ideas



*Team-Up*



### ***How can you keep your child safe on the home computer?***

By the time they reach school age, your child may want to explore the internet. You are their main guide in using the computer and surfing safely on the internet. If you have a computer at home:

- Talk to your child about ways you can all make computer-use more safe, so that they become aware of cyber-safety
- Set up computer rules together so that everyone at your house knows how to be safe. You might have a rule about what to do when objectionable material pops up, or a rule about being open about computer usage
- Make sure the computer is in a family living room – not in a bedroom. Set up the screen to face the room, so that everyone can see what others are doing on the computer
- Netsafe has just put out a step by step guide to computer security and using the net. Read through this and talk about it with your child
- You can also protect your computer with various programmes to 'block' unwanted or unsafe material.
- You can check websites that have been visited recently on the computer.
- Want to keep your child safe on the internet? Click on the picture above and download the [FREE Hector's World Safety Button](#) now.

**Parents Inc.**  
PRACTICAL SOLUTIONS FOR PARENTS



These are always excellent seminars that you may wish to promote in your school newsletter.

- ***Hot Tips on Parenting Teenagers with Ian Grant-Wednesday 4<sup>th</sup> June @ 7.30pm at The Elim Centre, 26 Burleigh Road, Blenheim***

Parenting teenagers is often likened to whitewater rafting - sometimes scary - sometimes exhilarating! This evening is packed full of information and tips to ensure that parents of teenagers not only have the skills to keep the raft afloat but also have some fun.

- ***Hot Tips on Marriage and Relationships with Ian and Mary Grant-Thursday 5<sup>th</sup> June @ 7.30pm at The Elim Centre, 26 Burleigh Road, Blenheim***

Gain new insights and ideas to build intimacy and add spice in your relationships. Whether your relationship is shaky or rock-solid, married or more informal, you'll find this seminar very worthwhile.

Tickets available from The Elim Centre - Cost \$20 per person or \$35 per couple per seminar.



- ***Marlborough Children as Artists***

Thank you for the wonderful response to the workshops and exhibition. I know you will have acknowledged the 'artists' who attended from your school in your class or school newsletters. The exhibition of the work produced in the Marlborough Children as Artists programme is open until 3<sup>rd</sup> June at the Millennium Art Gallery.

## REAP Marlborough Online

Our new website [www.reapmarlborough.co.nz](http://www.reapmarlborough.co.nz) will be up and running by the end of June. This website will have information about all areas of REAP Marlborough, current community education courses available and newsletters. It will be updated each term.

## Marlborough Schools List

- ***Updated Marlborough schools list attached***

I have attached an updated contact list for Marlborough schools. Every term I shall send an updated list out with this newsletter so please check carefully and let Jo or Janice know if there are any changes that need to be made to your contact details. **Please note our new email address at REAP is now [admin@reapmarlborough.co.nz](mailto:admin@reapmarlborough.co.nz)**

## REAP Loan Library Resources

### ***Resource Room***

- The upgrading of our REAP Loan Library has taken longer than anticipated and I apologise for the delay in getting an updated catalogue to you as promised. An electronic REAP Loan Library Resource Booklet will be sent to all schools in term 4.
- REAP has a library of resources for students and teachers that is available for any school or early childhood centre to borrow.
- I shall promote in this newsletter new resources that have been purchased.
- Email, phone or fax any orders and we will find a way to get them to you as I appreciate how hard it is to get in during office hours. You may keep resources for up to a term to enable you to return them during the holiday breaks. I am very relaxed about the borrowing times-there are no fines issued!
- If there is a resource that you feel would benefit your school it will also benefit other schools so just email the details to me and if the budget allows we will purchase it.

Some recent additions now available to borrow:

### ***For teachers***

- ***Practitioner Research for Educators-A Guide to Improving Classrooms and Schools***  
*Viviane Robinson & Mei Kuin Lai*

Learn to conduct research rather than to just consume research! Educators must learn, through their own inquiry, how to adjust their practices in ways that will improve teaching and learning. This is an excellent resource for schools conducting action research in their own settings. This text was recommended by Brian Annan at his workshop last term.

- ***The Homework Myth – Why our kids get too much of a bad thing*** - Alfie Kohn  
The available evidence indicates that homework provides absolutely no academic benefits for younger students. If homework really offers all pain and no gain then why do we force children to come home from school and work what amounts to a second shift? Kohn demonstrates how we can rethink what happens during and after school in order to rescue our families and our children's love of learning.
- ***What Great Principals Do Differently- Fifteen Things That Matter Most*** - Todd Whitaker  
This book is about what great principals do that sets them apart. Whitaker reveals fifteen specific qualities and practices that the most successful principals do and that other principals do not.

- ***Teaching Thinking Skills in the Primary Years - A Whole School Approach***

Michael Pohl

This book provides the framework for a whole school approach to the explicit teaching of thinking skills which will equip students with thinking tools to use throughout their schooling and in the years beyond.

- ***Teaching Complex Thinking: Critical- Creative -Caring*** - Michael Pohl

While the elements of critical and creative thinking have traditionally been recognised as forms of higher order thinking, equally important is the third component, caring thinking. The purpose of this book is to explain the notion of complex thinking and to provide a range of structures and strategies that will evoke and encourage students to be better thinkers.

- ***Still Learning to Think, Thinking to Learn -Into Bloom's and Beyond, Planning with a Thinking Focus*** - Michael Pohl

This book is a practical guide for teachers at all levels of schooling. It describes processes that can be used to infuse thinking into everyday learning through the application and explicit teaching of various models and strategies to develop a classroom culture of thinking.

- ***In Full Bloom - A Thinking Approach to Teaching Literature*** - Tina McDougall

This excellent resource gives teachers the tools to help students become thoughtful, strategic and independent readers. Designed to engage even the reluctant or disinterested reader it encourages students to use critical thinking skills when interacting with a wide range of texts.

- ***Lift Off to Learning - In Inquiry-Based Classrooms by Linking Thinking and Information Literacy***. An interactive, activity based CD-Rom included - Michael Pohl and Mark Dixon

Educators should strive to create students who know and understand both the power and limitations of electronic technology and who are truly information literate. This book describes an inquiry based approach to information literacy using ICT skills and a wide range of thinking tools.

- ***Blooming into Themes with Multiple Intelligences***-Catholic Schools Office

A collection of units for junior classes based on Bloom's taxonomy and Gardiner's multiple intelligences' model.

- ***Learning Links - Strategic teaching for the learner-centred classroom*** - Kath Murdoch and Jeni Wilson

This is a book about powerful classroom practice and is an essential handbook of practical guidelines and strategies to improve teaching practice.

- ***Creating an Effective Learning Environment*** - Karen Boyes

This book is bursting with simple practical ideas that will enhance both the teaching and learning in your classroom.

### ***For Students***

- ***Domino Deductions*** –*Developing Mathematics from Dominoes*- Paul Swan

- ***Card Capers*** - *Developing Mathematics from Playing Cards* -Paul Swan

- ***Dice Dazzlers*** –*Short and simple dice games to promote numeracy*- Paul Swan

- ***Dice Dilemmas*** - *Activities to promote mental computation and develop thinking about chance processes* Paul Swan

## Quote

***The longer I live, the more I realise the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company...a church...a home. The remarkable thing is we have a chance every day regarding the attitude we will embrace for that day. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...We are in charge of our attitudes.***

**Charles Swindoll**

I look forward to working with you and wish you a happy and healthy term two.

Nicky

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