Contents

Editor:
Catherine Lang
Greg Lee (from 2008)

Editorial Committee:
Marilyn Blakeney-Williams
Nigel Calder
Ken Carr
Catherine Lang
Greg Lee
Howard Lee
Merilyn Taylor
Hine Waitere

Cover Design and Illustrations
Donn Ratana

Layout and Design
Barbara Hudson

Editorial correspondence and manuscripts submitted for publication should be addressed to:
Greg Lee
School of Education
The University of Waikato
Private Bag 3105, Hamilton
New Zealand
email: educgdl@waikato.ac.nz

Website:
http://education.waikato.ac.nz/research/publication/

Books for review should be sent to the editor.

Business correspondence:
orders, back orders, subscriptions, payments and other enquiries should be sent to:

Teachers and Curriculum
Hamilton Education Resource Centre
PO Box 1387
Hamilton
email: janh@waikato.ac.nz

Subscriptions:
within New Zealand $22 (includes postage)\overseas $40 (includes postage)

Copyright:
School of Education
The University of Waikato

Editorial
Catherine Lang 3

Opinion
Reflections on educational change in New Zealand
Noeline Alcorn 5

Four Māori girls and mathematics: What can we learn from them?
Merilyn Taylor, Ngarewa Hawera, Jenny Young-Loveridge & Sashi Sharma 9

Is the PROBE reading assessment an effective measure of reading comprehension?
Qin Chen & Ken E. Blaiklock 15

Scholarship in the design of curriculum and the professional practice of tertiary teaching — a personal perspective
Anne Hume 21

Learning styles and other modern myths
Ivan Snook 29

Comment
Some reflections on the New Zealand Curriculum, 2007
Gregory Lee & Howard Lee 35

The timid curriculum
Ivan Snook 39

Comment on the New Zealand Curriculum
Irene Cooper & Sandra Aikin 43

Social Sciences in the New Zealand Curriculum: A case of arrested development?
Mediating challenges ahead
Philippa Hunter 47

Health and Physical Education and the New Zealand Curriculum 2007: Ongoing challenges
Katie Fitzpatrick 51

Twenty-first century schools with nineteenth and twentieth century curriculum and tools
Nadine Ballam 55

Book Review
The hidden lives of learners, by Graham Nuthall
Reviewed by Colin Gibbs 59

Teachers and Curriculum, Volume 10 2007

1
Teachers and Curriculum is an annual publication of the School of Education, The University of Waikato, Hamilton, New Zealand.

It includes articles about curriculum issues, research in the area of curriculum and informed curriculum practice. Reviews of curriculum related books may also be included.

The Opinion item is contributed by a leading New Zealand educationalist.

ISSN 1174-2208

Notes for Contributors
Teachers and Curriculum provides an avenue for the publication of papers that:

- raise important issues to do with the curriculum
- report on research in the area of curriculum
- provide examples of informed curriculum practice
- review books that have a curriculum focus.

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers and other educators who have a special interest in curriculum matters. Papers on research may be full papers, or if time or space is at a premium, research notes, that is a 2,000 word summary.

Submitting articles for publication
The editorial committee encourages contributors to ask colleagues to comment on their manuscripts, from an editorial point of view, before submission for publication.

Length
Manuscripts should not normally exceed 7,000 words, including references and appendices. An abstract must be provided. Abstracts should not be more than 100 words.

Method of submitting a paper
Please provide copy in 12 point type in a font compatible with the use of macrons (preferably Helvetica Maori or Times Maori) with line and a half spacing for the main text, and with 20 mm margins on all edges. Word files are preferred. Please do not include running headers or footers. Follow the style of referencing in the Publication Manual of the American Psychological Association (APA), 5th edition with references in a reference list at the end of the manuscript, rather than footnotes. Manuscripts not submitted in accordance with the above guidelines will be returned to authors for amendment.

Covering letter
When submitting a manuscript to Teachers and Curriculum, authors must, for ethical and copyright reasons, include in a covering letter a statement confirming that (a) the material has not been published elsewhere, and (b) the manuscript is not currently under consideration with any other publisher.

Date for Submission
Manuscripts may be submitted at any time.

Copyright
Copyright of articles published in Teachers and Curriculum rests with the School of Education, The University of Waikato. Requests to reprint articles, or parts of articles must be made to the Editor via the Hamilton Education Resource Centre. Email: barbh@waikato.ac.nz

Acknowledgement of Reviewers
We wish to thank the following people who reviewed for this edition of Teachers and Curriculum. Asterisks indicate reviewers who contributed more than one review.

Guy Broadley
Ken Carr
Wendy Carss
Gail Cawkwell
Linda Daniell
Colin Gibbs*
Ted Glynn
Paul Keown
Catherine Lang*
Greg Lee*
Peggy Lee
Clive McGee*
Colleen McMurchy-Pilkington
Ally Sewell
Gordon Suddaby
The late Professor Nuthall is well known and deeply respected both in New Zealand and internationally. Forty years of research on learning and teaching, undertaken with meticulous care and using multiple recording techniques—audio, video, observations, interviews, pre- and post-tests—reveal deep insightful discoveries and revelations about learning and teaching. The back cover aptly describes the book:

*The hidden lives of learners takes the reader deep into the hitherto undiscovered world of the learner. It explores the three worlds which together shape a student’s learning—the public world of the teacher, the highly influential world of peers, and the student’s own private world and experiences. What becomes clear is that just because a teacher is teaching, does not mean students are learning.*

The book is in seven chapters. The first chapter asks the question ‘What do we know about effective teaching?’ and it introduces some of the issues and common misunderstandings about learning and teaching. In this chapter, Nuthall poses six questions which position his argument for the remainder of the book. These questions are: ‘Just how do teachers differ from computers, television, or good books?’ ‘Why can’t we tell a good teacher by observing in that teacher’s classroom?’ ‘Why are there no universally good or bad teachers?’ ‘Why will public measurement of student achievement never lead to improved teaching?’ ‘Why can’t teachers become more effective as a result of the best methods of teaching?’, and ‘Can we really look at effectiveness of teaching based on learning styles?’ All these are rich and good questions—and each deserving of a book in themselves. And they are the kinds of practical questions that Nuthall sought to answer throughout his research career so that both teaching and learning may be enriched.

Chapter Two addresses myths about assessment—an important discussion, and one which deserves careful consideration in the light of current policies and practices in assessment in New Zealand. This is followed by a chapter on understanding how students learn and remember what they learn. Chapters Four and Five move the focus into the life of classrooms and how students’ learning experiences are shaped by their relationships with their peers and by the peer culture of the classroom. The evidence Nuthall presents, being drawn from New Zealand contexts, is particularly relevant to understanding learning and teaching in New Zealand schools. Nuthall also describes what he terms the messiness of classroom experiences and how students grapple with making sense of their learning. Chapter Six relates three case studies of Rata, Tui and Teine to illustrate how the teaching and learning experiences of students may have more impact on their learning than ethnicity. The final chapter, written by Ian Wilkinson and Richard Anderson, provides a summary and suggests some implications for teaching and learning.

This book is highly readable—it avoids the excesses of academic writing yet retains the thoughtful precision that marks Graham’s work. While one might suggest that the target audience is teachers, it is clear that the style of writing and presentation opens the book to a much wider readership than this. Greta Morine-Dershinner, in her foreword, comments that “teachers who care about students and learning will be fascinated by the student voices that speak on the pages of this book, and what those voices reveal about student learning in classroom settings. *The Hidden Lives of Learners* is a generous gift from Graham Nuthall to teachers everywhere” (p. 12).

Nuthall draws on his and his co-workers’ observations of classroom interactions to untangle and reveal in the complexities and nuances of teaching and students’ learning. He provides both celebrations as well as cautions within the learning and
teaching, and is not afraid to take positions that some may wish to ponder further. Take, for example:

If... a teacher were to introduce Māori culture into the curriculum, and it had the effect of calling attention to the differences of the Māori children in class, it could change the balance of power between the children, not necessarily for the better. The content of the curriculum can have a direct effect on the status and roles of individual children, and sometimes in unpredictable ways. (p. 151)

Certainly, Nuthall’s unerring commitment to removing power inequalities and creating opportunities for the fullness of learning for all students, resonates throughout his writing.

Finally, it is fitting that the cover of this book presents an image of Graham’s painting of Danseys Pass. Its presence reminds us of the rich talents of a man whose life curriculum was committed to fullness. The book is a celebration of a scholar’s work—there is much that Graham has left us challenged to contemplate and grapple with—and his legacy, much of which is referenced in this book, will remain for many decades to come.

Colin Gibbs, Professor of Education and Teacher Education, AUT University, Auckland. colin.gibbs@aut.ac.nz