

Teachers and Curriculum



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

KAI AKO ME TE MARAUTANGA

VOLUME 10 2007



TEACHERS AND CURRICULUM

EDITOR:

Catherine Lang
Greg Lee (from 2008)

VOLUME 10 2007**CONTENTS****EDITORIAL COMMITTEE:**

Marilyn Blakeney-Williams
Nigel Calder
Ken Carr
Catherine Lang
Greg Lee
Howard Lee
Marilyn 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/](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?

Marilyn 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 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.

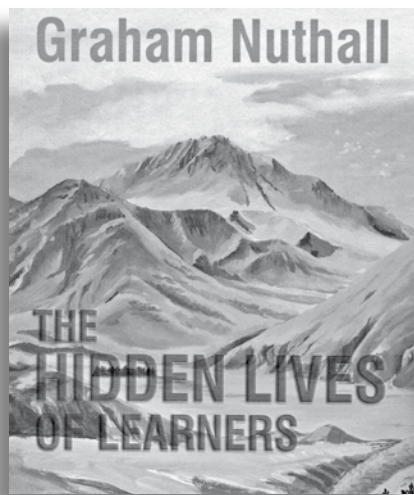
COPYRIGHT

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 McMurphy-Pilkington
Ally Sewell
Gordon Suddaby



BOOK REVIEW

THE HIDDEN LIVES OF LEARNERS.

NUTHALL, G. (2007).

WELLINGTON: NZCER PRESS.

ISBN 978-1-877398-24-7. P. 174.

REVIEWED BY COLIN GIBBS

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 revel 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