

Always Learning

Issue **3**

Primary

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AUSTRALIAN SCHOOLS EDUCATION MAGAZINE



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The inspiring story of The School of St Jude

Learning through play in a digital environment

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Welcome to the Term 3 issue of Always Learning magazine, with articles to inspire, inform and entertain!

In the Issue 3 cover story we interview Gemma Sisia, the Australian founder of The School of St Jude in Tanzania. Seeing what Gemma and her colleagues have achieved is an inspiration for teachers everywhere.

Learning through game-play is as old as the hills, but “gamification” is the new buzzword in the field of digital education. Find out more about this trend on page 8.

Check out the excerpt from **Express Gardening** on page 12 for simple steps to growing strawberries this summer. It's a great project to undertake in a classroom environment too.

You'll also find this term's Q&A on the subject of standardised testing, and Director of Quality Education Solutions Brian Powyer talks school improvement through professional development. Plus look out for the spotlights on Pearson's key series.

I hope you enjoy this issue. Your feedback is welcome and can be emailed directly to me at alwayslearning@pearson.com.au

Malcolm Parson, Head of F–12 Publishing
Pearson Australia – Schools Division

THE SCHOOL OF ST JUDE

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In 2002, a woman from an Australian sheep farm opened a one-room school in Northern Tanzania. This is what happened next.



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WHAT'S NEW



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Attention educators in NSW! We are releasing **enVisionMATHS** for the NSW Syllabus for the Australian Curriculum, including a sample program and planning documents. Our new NSW-specific Overview and Implementation Guide and Teacher Resource DVD will be available by October.

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Bug Club

New Bug Club titles on the way

There will be some fresh bugs in classrooms next year, with 104 new titles due to be added to the Bug Club collection in 2014. Keep an eye on the Bug Clubbers Facebook page for sneak peeks at the covers!

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RACHAEL HEWES

FIGHTING POVERTY THROUGH EDUCATION

We interviewed Gemma Sisia, the founder of The School of St Jude – a sponsorship funded school in Tanzania for underprivileged children that has grown with great success.



The School of St Jude is a charity funded school that provides a free, high-quality primary and secondary education to over 1650 of the poorest children in the Arusha Region of Tanzania in East Africa. Their inspiring vision is to educate children with potential from this disadvantaged region to become Tanzania's leaders in the future.

Founder Gemma Sisia started the school in 2002 with only three students and one teacher in one very small classroom. Since then it has grown to be one of the region's most successful, free, private schools for underprivileged children. We talked to Gemma about what goes into creating a new school and the factors that have contributed to its success.

PEARSON (P): TELL US ABOUT ST JUDE'S.

Gemma (G): The school is named after Saint Jude, who is the patron saint of lost causes. I desperately needed his help when building the school and I feel that he has been with me every step of the way. Although St Jude's is a private school, our students receive a free education through our sponsorship program.

Every year, the school undertakes a selection process to decide which new students will be enrolled the following year. Thousands of children turn up, but we can only choose 150 of them. It is difficult turning children away but we want to ensure the most underprivileged students are given an opportunity.

[continued >](#)



RACHAEL HEWES

P: WHAT LED YOU TO FOUND A SCHOOL FROM SCRATCH AND HOW DID YOU ACHIEVE THIS?

G: While volunteering in Uganda, I realised that education was the most effective way of fighting poverty. I was fortunate to receive a few acres of land from the father of my soon-to-be-husband, who was a village chairman in Arusha, Tanzania. I began fundraising for the school back in Australia, starting with a 'buy a brick' campaign. Rotarians and Inner Wheel groups from Armidale, Tamworth and Inverell organised stalls and went house to house, spreading awareness about the new school. We managed to raise twenty thousand dollars, which was used to buy building materials for our first classroom.

P: WHAT MOTIVATES YOU TO RUN THIS SCHOOL?

G: Education should be a right, not a privilege. That is my motto for fighting poverty through education. Through our sponsorship and donation program, my goal every day is to raise awareness and funds for the students and St Jude's. Seeing the students enjoy and appreciate education really fills my heart with pride. I am excited about what they'll make of their futures.

In 2015, our oldest students will finish Form 6 (Year 12) and become the inaugural graduating class of our secondary school. Some want to become doctors or engineers and I ardently believe that they will!

"I BELIEVE EVERYONE HAS THE RIGHT TO ACCESS A QUALITY EDUCATION REGARDLESS OF RACE, GENDER OR FINANCIAL SITUATION."

P: HOW HAS THE SCHOOL CHANGED SINCE IT FIRST OPENED IN 2002?

G: The school has really blossomed over the past eleven years. We add another 150 students to the school each year. We initially started with three students; now, it has grown to more than 1650. We've gone from one classroom to three campuses and two boarding facilities in Arusha. We now have more than 2000 students and staff at the school.

In 2014, St Jude's will have a complete primary and secondary school, with classes running from Year 1 to Year 12. Our main focus over the next few years is to finish constructing the necessary classrooms and boarding houses.

P: WHAT IS THE SELECTION PROCESS FOR NEW STUDENTS AT ST JUDE'S?

G: The school undertakes a selection process for new students each year from August to December. Local Tanzanian staff and international volunteers team up and test potential students for aptitude, intelligence and work ethic. They also ensure that students come from the most disadvantaged homes. Hundreds, sometimes a thousand, students will turn up at our gates to participate in the process. After months of testing, when all of the students are selected, we have a day where students receive their new uniforms. It is an emotional day, seeing the families and students embrace each other. It really hits home how cherished an education really is.

P: ST JUDE'S RECENTLY RANKED SEVENTH IN THE NATION IN THE FORM 4 NATIONAL EXAMS, AN EXAM THAT OVER 60 PER CENT OF STUDENTS FAILED NATIONWIDE. IN YOUR OPINION, WHAT KEY INGREDIENTS HELP IMPROVE STUDENT OUTCOMES?

G: The key ingredients to improving student outcomes are small, quality classrooms, positive reinforcement, creativity and critical thinking. We have smaller class sizes, so we can give students more attention. Our classes are rich and full of detail, creating an environment that is conducive to learning. And our professional development program for staff helps students develop into well-rounded individuals.

I have to commend the students and teachers on their dedication and conscientiousness to rank so high in the National Exams, and first in the Arusha Region, especially since it's the first time they've sat the exam!

P: WE THINK LEARNING IS THE RIGHT OF ALL PEOPLE, OF ALL AGES AND NATIONS. HOW BIG A ROLE DOES TEACHER PROFESSIONAL DEVELOPMENT PLAY AT ST JUDE'S?

G: We pride ourselves on providing a dedicated team of teacher mentors who tirelessly coach staff at St Jude's. This helps to build a very strong teacher workforce at a local level. Our teachers are overseeing future community leaders, so we ensure that we develop the skills of our local staff through ESL lessons, computer courses, leadership exercises and sessions on lesson planning and teaching techniques.

The school's long-term plan aims to eventually have Tanzanian staff and teachers in all academic and administrative departments, thereby creating a sustainable centre of academic excellence.

P: ARE THERE ANY UNIQUE INITIATIVES IN PLACE AT ST JUDE'S THAT YOU'D LIKE TO SHARE WITH AUSTRALIAN SCHOOLS?

G: In our brief history, we have seen incremental improvements year by year in the surrounding community. St Jude's sources its materials locally whenever possible, including food, building materials, school supplies, uniforms, sports equipment and all of the necessary tools needed to build and run a school. I have seen tiny roadside stands grow into businesses that employ multiple people, simply because we continue to do business within the community. We help to create more jobs and opportunities that otherwise wouldn't have existed in our community.

Throughout the school year, our staff and students visit local villages and donate as many goods as possible, from computers to clothes to non-perishable food items. We are highly engaged in the wellbeing of our neighbours as we continue to fight poverty. Another aspect of St Jude's is our parents' committee, which comprises 42 parents who help us manage the entire parent body and any welfare issues within the school community. Without the extraordinary work of the parents' committee, we would not have such an established relationship with neighbouring communities.

P: WHAT DOES 'ACCESSIBLE EDUCATION' MEAN TO YOU?

G: I believe everyone has the right to access a quality education regardless of race, gender or financial situation. In government schools in Tanzania, parents have to pay for their children to attend school, where classrooms are often overcrowded and under



THE AUTHOR'S STORY – ABOUT GEMMA SISIA

I had a grounded upbringing, growing up on a sheep station in Guyra, New South Wales. I graduated from the University of Melbourne with a Bachelor of Science and from the University

of New England with a Graduate Diploma in Education.

I was the only girl among seven brothers. My first trip to Africa was to Uganda when I was 22. There I taught maths, science and sewing to girls in a rural village. This planted the seed of an idea to eventually build a school somewhere in East Africa. I've now been living in Tanzania for more than a decade and have been blessed with a husband and four beautiful children.

I've been featured twice on Australian Story, honoured by an Order of Australia medal in 2007, named one of The Australian Financial Review and Westpac Group's 100 Women of Influence in 2012 and written an autobiography.

resourced. The School of St Jude provides free, quality education to hundreds of Tanzanian children.

I believe it is important that children are fully supported during their schooling years. The School of St Jude is a success because it provides quality teachers, meals and boarding services to students so that they can focus on learning and develop life skills that will help them wherever they go.

The School of St Jude relies on sponsorships and donations to fund free, high-quality education for each child. A variety of sponsorship options are available. If you'd like to get involved, find out more at www.schoolofstjude.org.

NUMBER CRUNCH:

Founding year: 2002

Enrolment in 2002: 3 students;
enrolment in 2013: 1 650 students

Staff: over 450 staff in total; includes fundis (labourers), cooks, cleaners, bus drivers, mechanics and more than 150 teachers

Technology: 3 libraries; 10 computer labs with over 500 computers; 8 science labs

Achievements: Ranked seventh nationally in 2012 Form 4 National Exams and first in Arusha Region (60 per cent of students failed the exam nationwide)

We ask six people working in the field of education to share their thoughts on the pros and cons of standardized testing.



GEMMA SISIA

FOUNDER OF THE SCHOOL OF ST. JUDE, TANZANIA – A PRIVATE SCHOOL FOR UNDERPRIVILEGED CHILDREN THAT RELIES ON SPONSORSHIP FUNDING.

One advantage of standardised testing at school level is to be able to see how students are performing compared to last year's students, or to students in other schools. An individual learner could use standardised testing as a goal-setting mechanism, for example, trying to achieve 80% in the end of year national exam. Educators can use standardised testing to look at groups of students (e.g. male/female) or at particular subject areas in their school that are not achieving so well. In regards to Tanzania, parents all over the country REALLY use it to determine which are the best schools to send their kids to. Only a small percentage of students move from primary to secondary education. Based on how a student goes in their Primary Standardised National Exams determines if they get in to secondary school, and which one. It happens again in Form 2, Form 4 and then finally in Form 6 when universities determine which students will be accepted into the courses they offer.



ROSALEEN STEWART

F-12 PUBLISHING MANAGER, ENGLISH AND HUMANITIES, PEARSON SCHOOLS AUSTRALIA.

Kept in perspective, NAPLAN testing requires little preparation for teachers and students, and provides a helpful snapshot of student, school and system attainment, to assist with planning.

The disadvantage of NAPLAN is that this rational perspective is lost in the significant impacts the results can have in influencing government funding; providing data that allows schools to be ranked; and influencing teacher selection of content.

Is the snapshot information obtained from NAPLAN in its current format substantial enough to justify the effects? Assessment for and of learning needs to encompass more than multiple choice tests; observation, problem-solving and collaborative tasks are examples that cannot be incorporated into NAPLAN in its current format.

At the 2012 EduTech conference Professor Barry McGaw spoke of plans to place NAPLAN testing online and the opportunity this would provide to assess students as they worked through a set of differentiated tests. Perhaps the snapshot will become a series of valuable views of student responses and thinking based on richer tasks. Making NAPLAN information about improving student learning is one way that, as an educational community, we may become more convinced of its benefits.



WILL MORONY

CEO OF THE AUSTRALIAN ASSOCIATION OF MATHEMATICS TEACHERS INC.

Assessment is a complex and often controversial area of education in Australia. In this context, standardised tests are just one of the assessment modes that teachers and schools can use. They are easy to administer and the 'standardisation' means that students' performance can be compared to that of the wider population to help answer the question 'how is she/he going?'

But the key to effective assessment that supports learning by informing teachers' planning for their students is to use multiple sources. Data from standardised testing can contribute, but needs to be complemented by information from other sources - NAPLAN, local testing, analysis of work samples, teacher observation - that contribute to the teacher's full picture of a student's learning.

WHAT ARE SOME OF THE ADVANTAGES AND DISADVANTAGES OF STANDARDISED TESTING?



BRIAN POWYER

EXECUTIVE OFFICER OF THE INSTITUTE OF SENIOR EDUCATIONAL ADMINISTRATORS OF NSW AND DIRECTOR OF QUALITY EDUCATION SOLUTIONS.

Like all forms of testing, standardised tests have their limitations and as such should not be the sole measure used to inform a student about their level of achievement. However standardised tests do have distinct advantages over other forms of assessment.

Firstly, the results can be empirically documented, thereby providing a high degree of validity and reliability. This ensures that the relative strengths and weaknesses of a student's performance are reliably determined as is the student's performance level relative to age or grade peers.

From a broader perspective standardised tests can be aggregated. Mean scores of classes, schools or specific groups of students can be used to reliably show student progress relative to other comparable groups.



NICOLE HEYDER

LEVEL THREE CLASSROOM TEACHER FROM ATWELL COLLEGE IN WA, WITH 10 YEARS OF CLASSROOM EXPERIENCE.

Standardised testing has its place in the assessment and reporting aspect of education. It highlights areas of need, and areas of strength within a classroom. It opens up opportunity for the teacher to carry out focused group work. This allows children with similar skill sets to build on skills together that either they have not been taught or had difficulty learning, as well as providing extension for those who have experienced success in their prior learning.

Standardised testing also assists schools in developing their school business plans and guides the allocation of resources. As with all assessment strategies, standardised testing is only one way students can demonstrate the achievement of set outcomes. It is a snapshot of ability in time. There are many other strategies that will provide the teacher and school with valuable information about the educational needs of the students. Standardised testing is one piece of the puzzle.



ANDREW DOUCH

INDEPENDENT EDUCATION CONSULTANT AND PRESENTER, SPECIALISING IN 21ST CENTURY TEACHING AND THE INNOVATIVE USE OF EDUCATIONAL TECHNOLOGY, WITH 22 YEARS OF CLASSROOM EXPERIENCE.

I feel this question is asking me to describe the silver lining on a cloud! Standardised exams test students' capacity to memorise knowledge, learn conventional terminology and phraseology and then demonstrate an ability to recall that information on demand without access to external sources. It's not that these skills are bad to have, but they are certainly not the keys to future success that they were for students entering a knowledge-worker economy a generation ago. The conceptual-age skills that will define the success of this generation's students entering a hyper-connected economy are harder to gauge in 180 minutes on a written paper!

That said, there is value to be gained from any experience in life and our 20th Century examination process is no exception. I have observed my students growing through the Year 12 exam ordeal; becoming more mature and developing skills of time management, personal organisation, mental discipline, perseverance and stress-management.

GAME-CHANGING EDUCATIONAL TOOLS

The impact of gaming on education, in and out of the classroom



SHUTTERSTOCK

There is no doubt that technology has changed the educational environment. The increasing availability of SMART Boards, iPads and computers in the classroom means that a whole new world of education has been opened up to students.

One emerging trend in schools is that of 'gamification'. As we reported in our last issue of *Always Learning*, the market size of 'edu-games' is set to double in the next five years. We are also seeing the emergence of a whole new industry of educational games providers.

There are many benefits to giving young minds access to a wide variety of online educational games and (as some would assert) online games in general. These games call on the faculties of problem solving, creativity and social development. While we wouldn't expect to see children playing Sims™3 or World of Warcraft® during class, there have been several academics that have recognised the validity of such games because they require problem-solving skills, concentration, collaboration and the ability to apply analytical expertise.

Melinda Tuckfield, Head of Learning Technology for Pearson Schools Australia, suggests that there are often misconceptions about what constitutes gaming in education.

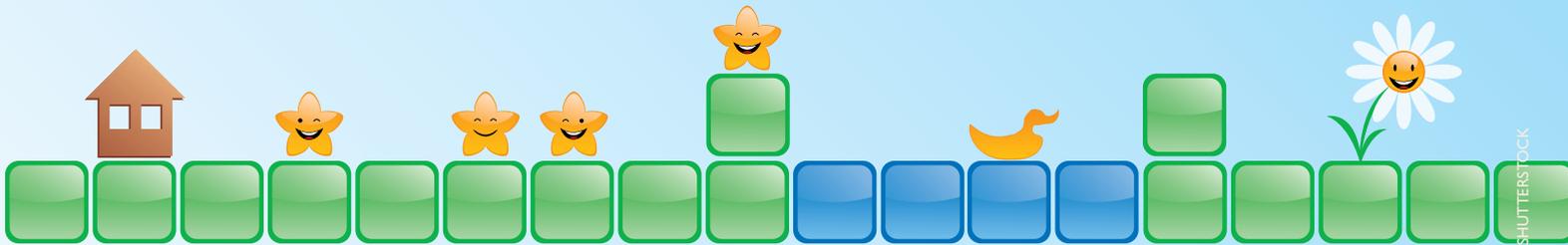
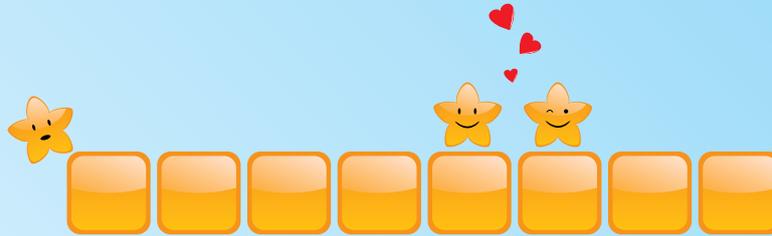
'The concept of gamification is misunderstood and is often perceived as the need to produce a "game" in the education

space. The key elements of gamification encourage engagement and motivate the user to keep trying and to develop different strategies to achieve something, i.e., getting help to understand the task, or developing strategies to process the task and detect errors. This is where gamification can be powerful: it allows a learner to keep trying to achieve something. A learner doesn't fail in this environment and is allowed to keep learning and become an expert of the task.'

Gamification in the classroom is certainly not a new concept. Teachers have long used board games, mathematics games or word games as part of their daily classroom interactions. It is an established and widely held view that games enhance a student's ability to retain information and understand more deeply the concepts being taught to them.

So are we now seeing more online educational games in the classroom? Mathletics (mathletics.com.au) is an example that has been in the market for more than 10 years, offering an educationally 'controlled' online learning environment.

Poptropica (poptropica.com) provides another example of an international gaming platform that 6-15 year-olds from around the world access to 'explore and play in complete safety', in the site's own words. It allows kids to create their own character and traverse the islands of Poptropica, using gaming to improve their literacy skills and learn facts from history. The site commits to adding new content for kids to engage with.



SHUTTERSTOCK

For an online game to be successful in the teaching environment, it needs to address certain key elements, such as user feedback and a setup that requires some effort to reach a certain goal or provides an 'epic win', as Jane McGonigal notes in her TED talk from 2010. And the game needs to do this in a way that doesn't suggest failure if the goal isn't met immediately.

'If you break down gaming elements/principles, a key success criterion is tied to the feedback process,' says Melinda. 'Its success will depend on when feedback is given, what stage of understanding a learner is at and how feedback is given at that stage of learning. This should be the focus and, when done well, learning outcomes will be improved. The danger is that the focus on "gaming" may overtake the feedback process and strategies to develop deeper thinking may be overlooked.'

By providing an environment that keeps them engaged and gives them the ability to master specific skills through multiple attempts, online gamification excels at helping students achieve a depth of learning. The ability to assess results quickly and easily is a function of online gaming that can offer teachers accurate measures on how their students are performing.

Online games provide a level of testing and results that give teachers a clear picture that standardised tests cannot provide, purely because the student is immersed in and focused on the learning aspects of the task, rather than the concept of being tested on their knowledge.

With this in mind, it's possible that in the future, gamification could add yet another level to the testing system. Standardised tests have long been criticised for their emphasis on student performance in an artificial and pressurised environment. Perhaps alongside exams and coursework, we could reach a position of having a third tier of testing that uses the sophistication of gamification and is specifically designed to measure how a student applies their knowledge in a 'realistic' environment.

This article quotes **Melinda Tuckfield**, Head of Learning Technology for Pearson Schools Australia. Read more of what Melinda has to say about gamification at the Always Learning Newsroom

blogs.pearson.com.au/schools/newsroom

SCHOOL IMPROVEMENT: HITTING THE TARGET

Across Australia, there appears to be an increasing interest in and professional commitment to school improvement.



Schools are currently being issued with an array of statements outlining national, state and systemic expectations and procedures, which will enable them to review their practices and policies in relation to student achievement. While statements, frameworks and guidelines play an important role in bringing about improved school standards, it is not until these standards are applied at the school level that the benefits for students can be fully realised.

With a heightened expectation of improvement, an increasing number of schools are undertaking activities that require time and energy to produce the benefits arising from a comprehensive school-improvement process. Evidence emerging from reports (Angelico, Teresa, 2005; Nikkerud, Catherine, 2010) and professional literature (Hargreaves; Shirley, 2012) indicates that schools and school systems are successfully raising levels of student achievement and beginning to close performance gaps between specific cohorts of students.

“WHEN AN ARCHER MISSES THE MARK, THEY TURN AND LOOK FOR THE FAULT WITHIN THEMSELVES. FAILURE TO HIT THE BULL’S-EYE IS NEVER THE FAULT OF THE TARGET.

TO IMPROVE YOUR AIM –
IMPROVE YOURSELF.”

Gilbert Arland

A number of underlying principles appear to be integral to the improvement process approach in these schools. These principles include:

- placing an emphasis on teaching and learning
- establishing the skills and knowledge required to make evidence-based decisions
- building a collaborative, professional community
- embedding the practice of continuous improvement into the school culture.

John Hattie (2003) found that teachers have the greatest impact on student learning within the context of schooling. If we accept this finding, then unlocking teachers' interest in changing their classroom practices is critical to the school-improvement process. After all, without change, there can be no improvement.

In many instances, changing teaching practices is not an easy task. To begin, we must challenge the mind-set of teachers by having them reconsider the barriers that they believe prevent improvement in student achievement levels. Paul Martinez (Petty, 2009) summarised these barriers as the '5D's':

- Denial:** 'It's not that bad, really.'
- Displacement:** 'It's someone else's problem.'
- Defence:** 'Only management can improve achievement.'
- Despair:** 'Nothing can be done.'
- Destiny:** 'It's all a matter of social class, genes, IQ, luck ...'

Once teachers recognise the need to change their teaching practices, they should begin looking at instructional strategies that will make the biggest difference to student achievement. Research



© PEARSON PLC

by Bob Marzano (2001) and John Hattie (2009) provides teachers with ways to identify the most effective instructional interventions for their situation.

In order to maximise their impact, instructional strategies need to be prioritised and, wherever possible, considered within a whole-of-school context. As such, they should be an integral component of school improvement or the strategic plan. This will ensure that resource support, monitoring, data collection, professional conversations and strategic adjustments can be implemented as required.

Lastly, to ensure that improvement is continuous, newly implemented teaching practices must become a permanent part of school practice, and not simply a one-time or occasional event.

ABOUT THE AUTHOR:



Brian Powyer was a successful principal and held senior executive positions in the NSW Primary Principals' Association. He was also chair of the Australian Principals Associations Professional Development Council (NSW) and Assistant Director of the NSW Curriculum Directorate. He is currently the Executive Officer of the

Institute of Senior Educational Administrators of NSW and Director of Quality Education Solutions.

For a full list of references cited in this article, review the article online in the Always Learning Newsroom

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LIFESTYLE



EXPRESS GARDENING:

THE STRAWBERRY PLANTER PROJECT

PLANT Winter to early spring

HARVEST Summer and early autumn

Strawberries make attractive tub plants and are ideal if you don't have much growing space. This method of cultivation means you don't get fungal damage from soil splash, and it stops slugs and snails from eating the fruits.

Plant a mixture of varieties with different cropping times to ensure a long season of fruiting. In return for regular watering and feeding, you should be able to pick a few strawberries every few days through summer.

When planting in strawberry beds, it's best to remove the first season's flowers to encourage a strong root system, but that isn't the case with containers. Planting in late winter or early spring allows you to crop early in summer. Position in a sunny spot sheltered from wind. If birds are a problem, cover fruit with light-weight bird netting.

01

PREPARE TO PLANT

Take three healthy young strawberry plants and water thoroughly. Prepare tub or large pot, placing small rocks in the base. Half-fill with potting mix and added fertilizer and water crystals.



02

EASE FROM CONTAINERS

Tip the plants out of their pots and check the roots. If they are root bound, tease them out to help plants establish.



03

PLANT AROUND EDGE OF POT

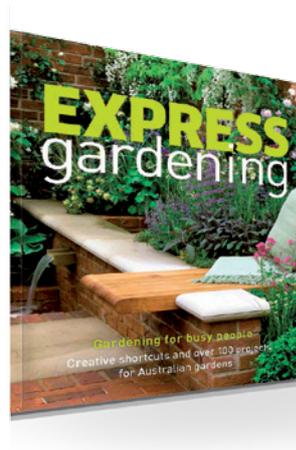
Space plants evenly in the pot. Plant them at the same depth as they were in their small pots. Gently firm the potting mix around the plants.



04

PROTECT THE FRUIT

Strawberry fruit can rot if it comes into contact with damp soil. Avoid rot problems by mulching the soil surface with straw.



Thanks to our contributors from DK, who have provided this excerpt from **Express Gardening**.



www.dk.com.au



YOU WILL NEED

35–40CM (14–16IN) TUB OR LARGE POT

STRAW

MULTIPURPOSE POTTING MIX

SLOW-RELEASE FERTILIZER GRANULES

WATER-RETAINING GEL CRYSTALS

3–5 STRAWBERRY PLANTS (CHOOSE A MIXTURE OF VARIETIES FOR A LONG SEASON OF FRUITING)

Who am I?

Guess Who and receive a prize!

How does it work?

It's a guessing game!
We have six famous people for you to guess, and a themed prize for each. You guess the person first, you win the prize.

When does it start?

The first clue will be posted across our social media channels in August, 2013, and we will have a new one every week for six weeks.

Where do I get the clues and how do I guess?

Connect with us on any of the below channels and you will get your clues. The more questions you ask the more clues you get!

What do I get for guessing?

We're giving away a book to the first person to Guess Who correctly. But not just any book - the gift will have something to do with the solution. So we can't tell you what the prizes are just yet without giving the game away!

The winner will be published on www.pearson.com.au/guesswho and our Facebook page.

Guess throughout Term 3 - connect now:

 www.facebook.com/PearsonAustraliaPrimary  pinterest.com/pearsonau

 plus.google.com/+pearsonaustraliaschools  www.youtube.com/pearsonschools

Make your guesses and see full details of the competition (including Terms and Conditions) at www.pearson.com.au/guesswho

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Phonic Readers • Online eBooks • eBook DVD • Teachers Resource
and BLMs*

For resources to support the teaching of reading, look no further than **Bug Club** - the evolution of F–6 literacy learning. This award-winning, blended literacy program caters to the many different reading levels within a class, a year level, and across a whole school.

The range of components in the **Bug Club** program will meet the literacy needs of your school, regardless of whether you employ traditional or technology-driven teaching methods. Our fiction and non-fiction guided readers, comics and graphic novels are available as printed books or as eBooks accessible through the online platform. Phonic readers (fiction and non-fiction) allow students to learn and apply phonemes and graphemes, and segmenting and blending, using real books. Phonic fiction readers are enjoyable stories ideal for boosting students' confidence when practising and consolidating phonics skills.

The **Bug Club** series supports teachers with Emergent, Early, Fluent and Fluent Plus teacher resources books, including detailed and easy-to-implement guided reading notes and worksheets. Teachers are also supported online with a strong assessment and reporting system.

All **Bug Club** titles have been expertly levelled to ensure they support readers as they move through the reading developmental stages. Look out for both the reading level and the colour level on the covers.

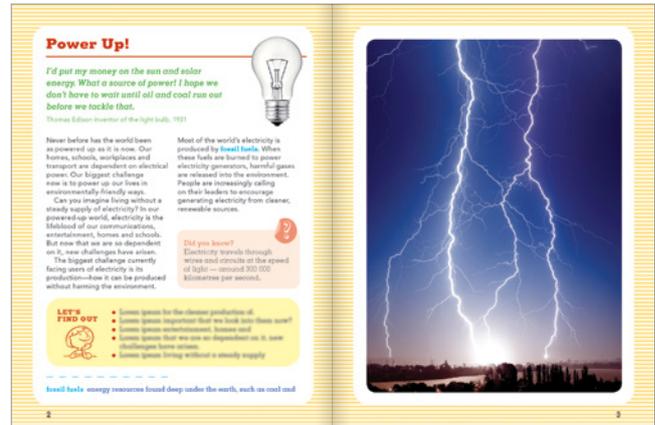
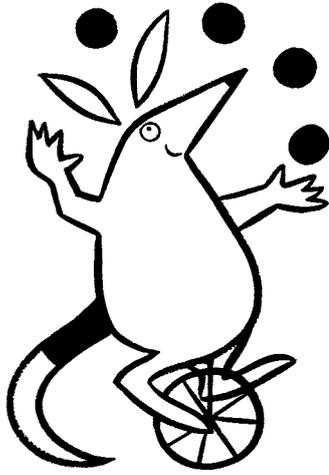
NEW IN 2014

There will be even more Bug Club titles to engage and delight students, with new Bug Club guided readers for reading levels 1–26 in development for release in 2014. Check the Bug Club page on the Pearson website or get updates on the Bug Club Facebook page at www.facebook.com/bugclubbers

KEY FEATURES:

- Direct links to the Australian Curriculum.
- Delivers clearly defined learning outcomes.
- Includes over 230 expertly levelled readers.
- Reading level and colour level included on the covers for easy reference.
- Offers more than 1000 online activities.
- Level 1 to Level 30 texts for whole-school literacy learning.
- Uses engaging eBooks and online rewards to motivate children to read.
- Features popular characters such as Wallace and Gromit™, Angelina Ballerina™ and Doctor Who™.

You can find out more about **Bug Club** on our website www.pearson.com.au/primary/bugclub



PEARSON ENGLISH 3–6

Student Magazines • Teacher Companions • Fiction & Non-fiction Topic Books • Digital Platform

Pearson English 3–6 is a flexible series of resources, developed in collaboration with Australian educators to successfully support the implementation of the Australian Curriculum English for Years 3–6. Following extensive research with over 200 educators Australia wide, **Pearson English 3–6** delivers quality, authentic Australian content links to a range of other curriculum areas, addressing content descriptions, general capabilities and cross curriculum priorities.

Pearson English 3–6 provides you with choice in mode of delivery, content and learning pathway, allowing you to create a solution to best fit your classroom. Select the mode of delivery from digital, print or bundled product solutions and choose content from a variety of topics – eight per year level. Allowing for one Pearson English topic per term, a selection of eight allows you to pick relevant topics which address the needs of your class and school. Plus you can personalise students' learning pathways by selecting differentiated texts and learning activities within each topic.

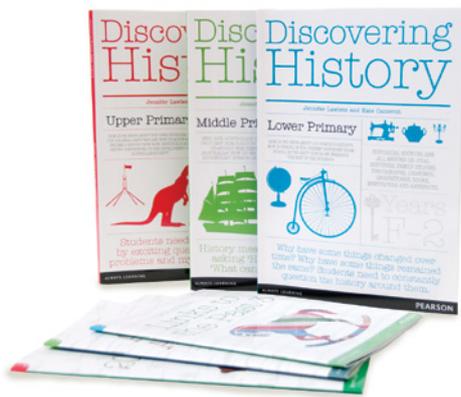
All students can participate with **Pearson English's** differentiated learning programs, which include a variety of rich and engaging learning strategies, based on Bloom's Taxonomy. All students can learn about the same topic at a level that suits them, with texts on the digital platform supplied at three different levels (aligned with Fountas & Pinnell levels) and providing additional EAL/D support.

KEY FEATURES:

- Modes of delivery include digital, print or blended (digital and print) solutions.
- A choice of content from a variety of topic-based resources.
- Differentiated learning activities and tools to personalise students' learning pathways.
- Topic-based resources that address the Australian Curriculum strands of Language, Literature and Literacy.
- Links to different curriculum areas, including the general capabilities and cross-curricular priorities.
- A comprehensive range of assessment strategies and tools that inform teaching and learning.

You can find out more about **Pearson English 3–6** on our website www.pearson.com.au/primary/pearsonenglish

PRODUCT SPOTLIGHT



DISCOVERING HISTORY

Get to the core of what history teaching is all about

Teacher Resource • Topic Books

This comprehensive, three-level teacher resource assists with the implementation, lesson planning and on-going teaching of Australian Curriculum: History, and inspires creative and engaging History lessons.

Developed and written by leading experts in their field, Jennifer Lawless and Kate Cameron, **Discovering History** provides you with clear methodology and pedagogy, linked with extensive teaching and learning activities.

Separated into Lower, Middle and Upper Primary levels, each **Discovering History** pack includes a teacher resource book with suggested methodology for teaching History, topics and learning sequences for Australian Curriculum: History, learning activities and blackline masters. A set of laminated picture/activity cards is also included for hands-on use as topic starters for group discussion, as well as access to online content, where you will find interactive games, weblinks and more.

KEY FEATURES:

- Comprehensive teacher support and professional development.
- Provides pedagogy for teaching History.
- Includes methodology for teaching historical investigation.
- Gives ideas for combining History and Literacy.
- Contains Australian Curriculum links.
- Includes picture packs and online components.
- Clear and engaging topic books.
- Contemporary and historic photographs.

TOPICS BOOKS

Students can explore Australia's history with the History topic books, developed to complement the **Discovering History** teaching resources. These 46 books cover a broad range of non-fiction subjects aligned to Australian Curriculum: History for Lower, Middle and Upper Primary levels. The books are grouped into ten series covering a historical subject or area of interest, and are designed for independent student research.

LOWER PRIMARY TOPIC BOOKS

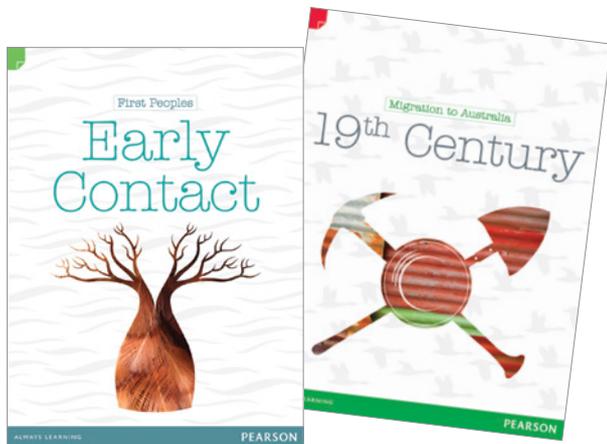
Our Community looks at communities today and how they are like and unlike those in the past. Examine what life is like now and how much it has changed.

In **Objects and Stories** a range of people share their tales, using a special object to link the past with the present.

In **A to Z of Heritage in Australia** each letter from A-Z stands for a heritage item or site, from ancient art and natural wonders to landmarks like the Sydney Opera House.

MIDDLE PRIMARY TOPIC BOOKS

The **First Fleet** series describes what life was like in England for different groups of people in the late 18th century, and tells the story of the terrifying voyage to Australia in 1787 made by 1500 men, women and children from England on the 11 ships of the First Fleet.



Our **Special Days** breaks down the calendar year and looks at celebrations, commemorations and other special days marked in Australia every month.

First Peoples covers the arrival and lifestyles of Australia's first inhabitants – the Aboriginal and Torres Strait Islander peoples.

UPPER PRIMARY TOPIC BOOKS

The **Democracy** series covers the history of democracy: its conception, development and its spread across the world.

Australia in the 20th and 21st Centuries traces the history of Australia, from the period in the 1890s just before Federation to the wars and modern times.

Migration to Australia explores migration to the Australian continent, from the very first settlement thousands of years ago, to the many subsequent arrivals.

Colonial Australia covers the founding of Australia's six colonial settlements by Britain.

You can find out more about the **Discovering History** on our website www.pearson.com.au/primary/discoveringhistory

DISCOVERING SCIENCE



NEW FOR 2014

Following on from the popular **Discovering History** series, Pearson is proud to introduce the new **Discovering Science**.

Discovering Science is designed to maximise student engagement, by applying the same structure that has made the **Discovering History** series so popular. The series is comprised of Teacher Resource Books for Lower, Middle and Upper Primary with activities, worksheets, answers and support materials; Student Topic Books written specifically to address Australian Curriculum: Science content descriptors; as well as picture cards in both print and digital format to introduce topics and stimulate group discussion.

Implement the Australian Curriculum: Science with ease using this suite of products which has been specifically written to fully address the Australian Curriculum: Science, including the three strands of Science and Understanding, Science Inquiry Skills and Science as a Human Endeavour.

The engaging Student Topic Book texts provoke curiosity and make science accessible to the learner through a range of non-fiction and fiction books, as well as graphic novels for middle and upper primary levels.

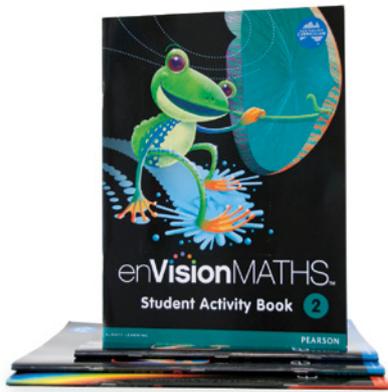
KEY FEATURES:

- Teacher Resource Books ensure you're covering the requirements of the Australian Curriculum: Science.
- Student Topic Books include fiction, non-fiction and comics (middle and upper primary only).
- Picture cards are available in both print and digital format.
- Explicit learning sequences and lesson plans to support you with teaching the curriculum.
- Practical activities help students engage with Science content.

You can find out more about **Discovering Science** on our website

www.pearson.com.au/primary/discoveringscience

PRODUCT SPOTLIGHT



ENVISIONMATHS

Now available in NSW and national editions for the Australian Curriculum

*Student Activity Books • Teacher Resource Boxes • Activity Zones
Interactive Whiteboard DVDs • Maths Thinking Skill Books*

This topic-driven teaching and learning program will change the way primary maths is taught and learned in Australian classrooms. Built in consultation with primary numeracy experts, authors and teachers, **enVisionMATHS** breaks new ground in developing maths understanding and engagement for primary students.

Choose your own blend of resources, to suit your preferred teaching style.

KEY FEATURES:

- Provides for deeper conceptual understanding and a higher proficiency in Maths
- Aligns with Australian Curriculum: Mathematics content and proficiency strands
- The Student Activity Book and Maths Thinking Skills Book are scrapbook sized for Years F–2
- Incorporates breakthrough digital teaching and learning tools
- Differentiated teaching and learning strategies allow you to tailor teaching methods to improve students' learning
- Powerful visual learning strategies make meaningful connections between known and new maths ideas
- An extensive expert author and consultancy team.

You can find out more about **enVisionMATHS** on our website www.pearson.com.au/primary/envisionmaths

AUSTRALIAN SIGNPOST MATHS

Australia's trusted, leading primary Mathematics series, reworked for the Australian Curriculum

Student Books • Mentals Books • Teacher Books • IWB DVDs

Enjoy a seamless, straightforward transition to the Australian Curriculum: Mathematics with Australia's leading primary series, now reworked for Years F–6. This new edition combines the features teachers love with new and updated content, including an open-ended problem solving focus, inquiry-based investigations and activities designed to meet differentiated learning styles. The interactive whiteboard DVDs have editable planning/programming documents plus LiveText versions of the Student Books.

Australian Signpost Maths New South Wales is an adaption from Australian Signpost Maths for the NSW Syllabus for the Australian Curriculum, which shall be released early this year.

KEY FEATURES:

- Provides a full year's work
- Covers all aspects of the Australian Curriculum: Mathematics
- Engaging cartoons through student book
- Mathematical language dictionary for students
- Mentals reinforce and consolidate learning with differentiated real-life questions
- Teachers supported with extension work, answers, diagnostic tests and progress reviews
- Digital version of student book and digital games for interactive whiteboards
- Editable planning/programming charts

You can find out more about the **Australian Signpost Maths** on our website www.pearson.com.au/primary/asm

THIS WAY TO MYTEACHINGPLACE



FOUNTAS & PINNELL

Benchmark Assessment System 1 (F–2) • Benchmark Assessment System 2 (3–8) • Levelled Literacy Intervention Orange System (F) • Levelled Literacy Intervention Green System (1) • Levelled Literacy Intervention Blue System (2) • Levelled Literacy Intervention Red System (3)

The **Fountas & Pinnell Benchmark Assessment System** accurately determines students' reading levels on the Text Level Gradient (A–Z) and provides you with everything you need to plan and document student progress across the school year. Assess, identify and improve your students' independent and instructional reading levels with this invaluable resource. The two systems cover Years F–8, and have been adapted for the Australian market.

The **Fountas & Pinnell Levelled Literacy Intervention System** supports Foundation to Year 3 students who are struggling with reading, writing and comprehension. LLI may also be useful for upper primary or EAL/D students who are not meeting their year level expectations and are below level Q (reading level 26).

Each system includes professional development resources including case studies and real life examples, with specific teaching ideas. A one-year subscription to the Online Data Management System is also included.

BAS KEY FEATURES:

- A combined total of 58 books written specifically for assessment
- Detailed reading comprehension assessment guide and resources

LLI KEY FEATURES:

- A combined total of 450 unique levelled student readers
- Designed to bring students up to year-level expectations in 14–18 weeks (18–24 weeks for Red)

You can find out more about the **Fountas & Pinnell BAS and LLI systems** on our website

www.pearson.com.au/fountasandpinnell

5000

DIGITAL

RESOURCES

There's one place where you can discover a rich source of digital learning and teaching resources. There are almost 5000 maths and science activities and exercises suitable for Years 5–6, catering to a range of learning styles and capability levels, including interactive lessons, animations, whiteboard presentations and whiteboard activities.

- Create customised playlists
- Add your own content
- Set homework assignments
- Track students' progress
- Manage assessments
- Instant student feedback
- Report on test results

It's a complete education solution online, and packs are just \$5 per student for a year's subscription.

Find out more and get a free 30-day trial at www.myteachingplace.com.au



PUZZLES



01 SUDOKU

Difficulty: Hard

6	9							5
4	1			3				
	7	5				1		
			3	4			2	
7	4		6		1		5	8
	8			2	7			
		9				2	8	
				8			4	3
8							1	7

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02 FROM AROUND THE WEB

The Always Learning team were delighted to discover that one of our favourite websites notwaysright.com has a brand new sister site dedicated to funny and interesting school stories. Check out notalwayslearning.com for more from students, teachers, parents and staff. Here's one we like:

Of Saur-ing Aspirations And Job Rex-pectations

(A student is reading a book about a girl trying to decide what she wants to be when she grows up. We finish and begin talking about the story.)

Me: "Which of these jobs would you like to have when you grow up?"

Student: "Dinosaur."

Me: "Um, which of the jobs in the book would you want to have?"

Student: "DINOSAUR!"

Me: "Um...?"

(After some guidance, he later changed his answer to 'astronaut'.)

Did a student ever say something that made you roll your eyes, laugh out loud or your heart melt?

Send it to us at alwayslearning@pearson.com.au and we might share it in the next issue!

03 CRYPTOGRAM CROSSWORD

Each number corresponds with a letter - we've given you one word to get you started!

	10		13	15		B		20	7		15	
	6	18		9		U		6		16	9	
	13			9	6	R	14	15			22	
12	17	7	23	14		N		10	6	25	15	9
6			6		22	E	9		3			6
8	14	13	22		6	D	4		22	13	14	22
9		15	9	6	17		13	12	9	15		15
	14		17		15	6	22		17		7	
2	13	5		18		20		2		13	11	19
	14		26	7	6	17		9			9	
	24	9	9	10		9		6	14	7	14	
	6		23		21	9	16	17	6			
			15			4		15				

1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26

H	U	J	W	T	Z	G	Y	M	R	B	S	N	I	C	V	P	E	K	O	A	X	D	L	F	O
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

NOITLOS

LET'S STAY IN TOUCH

If you want to know more about the Pearson products and services featured in this magazine, or just have a chat about what Pearson can offer you, these are the people you can talk to.

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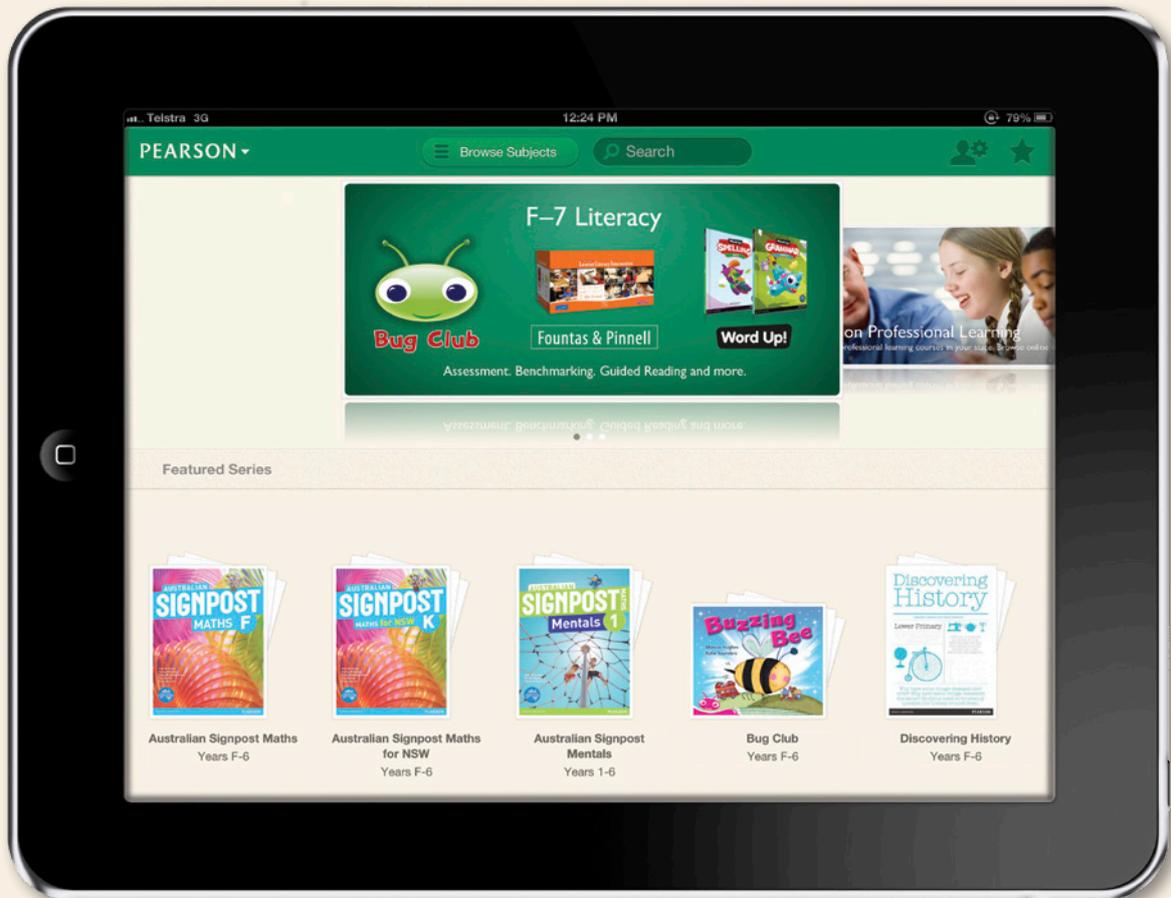
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Refine your search by year level to find the titles relevant to you.

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