

# Always Learning

Issue 4

Primary

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AUSTRALIAN SCHOOLS EDUCATION MAGAZINE



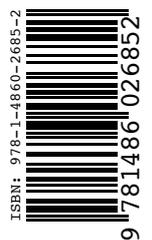
## What is BDH?

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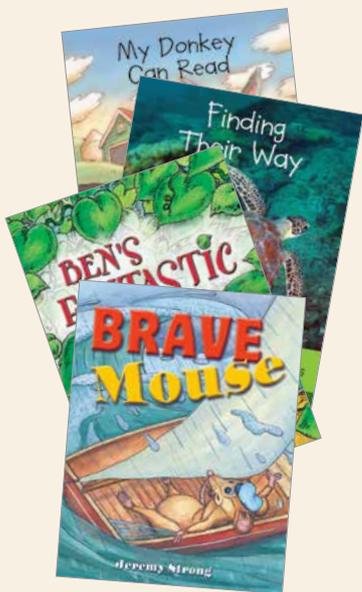
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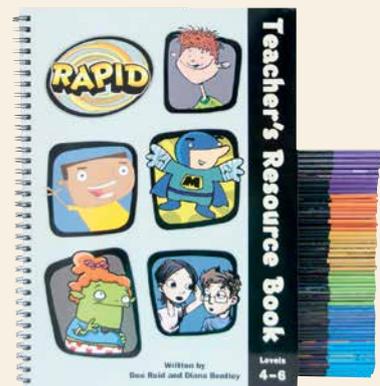
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## IN THIS ISSUE

Welcome to the fourth and final issue of Always Learning magazine for 2013.

In Issue 4, we introduce a teaching methodology developed specifically for inquiry-based learning, which is the brainchild of two experienced teachers and authors.

The first iPhone was released in June 2007. In just six years, this technology has become near-indispensable, and there seems to be a new model every few months. Does the rapid advance of technology make learning more or less accessible? Turn to page six to find out what a cross-section of educators think of this topic.

Other articles include a review of education-related videos free to watch online, an analysis of some of the strategies Asian nations are using to achieve academic success and a list of the most useful apps, which the team had a lot of fun putting together.

Launching this magazine has been a challenge, and we've certainly learned a lot in the course of 2013. As always, you can reach the Always Learning team with your feedback by emailing us at [alwayslearning@pearson.com.au](mailto:alwayslearning@pearson.com.au). I hope that you too have enjoyed the experience, and will join us again in 2014.

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

### BRAINSTORM, DEFINE, HOW?

Inspire your students with this methodology, developed specifically for inquiry-based learning.

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### SIX MUST-HAVE APPS

We share our favourite apps to help you get more out of life.

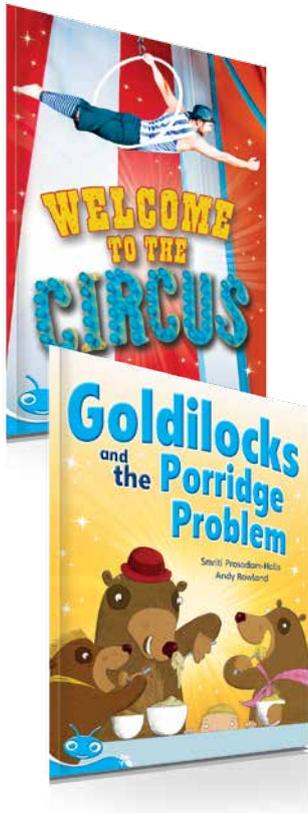
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# WHAT'S NEW



## Bug Club

### Calling all Bug Clubbers!

If you are a fan of our award-winning literacy learning series Bug Club, you've probably already heard that over a hundred new titles for levels 1–26 are being developed. Be the first to grab a sneak peek at the new covers by joining the Bug Club community on Facebook.

[www.facebook.com/bugclubbers](http://www.facebook.com/bugclubbers)



SHUTTERSTOCK

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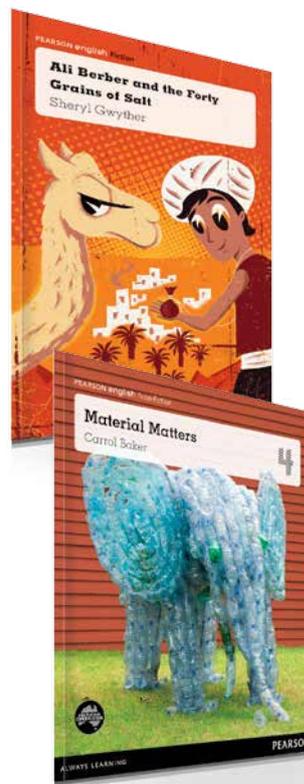
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[www.pearson.com.au/f-12app](http://www.pearson.com.au/f-12app)



### Your first look at Pearson 3–6

Have you heard about Pearson English 3–6? It's the new series developed in collaboration with Australian educators to support the implementation of the Australian Curriculum: English for Years 3–6.

New titles in the series are hitting shelves in Term 4, so check out the website or contact your Education Sales Consultant to keep up to date with the latest releases.

[www.pearson.com.au/primary/pearsonenglish](http://www.pearson.com.au/primary/pearsonenglish)



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# BRAINSTORM, DEFINE, HOW?

Teaching, Learning and BDH



Starting a new topic with a class can be both exciting and daunting. A method popular with teachers is KWL, which is used to determine what students know and want to learn. But does this methodology continue to serve us well under the Australian Curriculum? Is there an alternative?

The KWL methodology was developed in 1986 and has been a commonly used tool, across a range of subjects, since then. KWL is often presented as a table with columns for each letter: K for what students know already, W for what students want to learn and L for what students have learnt. Essentially, KWL is used to ascertain the foundation students bring to the class and the direction the area of learning will take, and it reminds teachers to assess learning on completion of the topic. The appeal of KWL is its simplicity, the structure it provides and the way it allows for student input.

## LIMITATIONS OF KWL

Although it has much to recommend it, the KWL methodology has some limitations. This is particularly the case within the context of the Australian Curriculum, which focuses on inquiry learning and students taking more responsibility for their own learning.

### Biased to content

When students are asked what they know (K) and what they want to learn (W), they are most likely to generate responses based on knowledge or content. If their responses then set the direction of the learning to take place, then inquiry learning, with its emphasis on open-ended questions and problem-solving, becomes more difficult to achieve. Assessment would therefore also be biased toward subject content.

[continued >](#)

### A big ask of students

Students are asked to identify what they want to learn. They are often asked to express this by writing the questions that will guide the learning. Developing 'worthy' questions is a difficult enough task for teachers who are trained to articulate ideas and know their subject areas. How much more difficult is it for students to develop the questions?

### A closed cycle of learning

KWL is a closed cycle of learning. Students identify what they know then decide what they want to learn. They are then assessed on what they have learnt and that is the end of the learning on that topic. Learning, however, does not have a beginning and an end. It is a dynamic, evolving and continuous process. The investigation of a topic may trigger further questions. The KWL model gives a sense of finality to the learning. When the assessment is done, the learning on that topic is deemed to be done.

### BDH: AN ALTERNATIVE APPROACH

Is there an alternative tool that teachers can use that better reflects the expectations of the Australian Curriculum? Is there a tool that continues to offer the simplicity and structure of KWL, and encourages student input, yet provides more support for students? The answer is 'Yes'. Pearson has developed a new methodology called BDH, or 'Brainstorm, Define, How?'

#### Brainstorm

Introduce a new topic or section of learning by brainstorming. Establish where students' understanding is right now. Ask students to contribute ideas. Everything goes: what students know, what they have heard, assumptions and guesses about the topic, and where they got their information.

The brainstorm may yield varying results. Suggestions might be plentiful on the language features of contemporary texts

rather than the features of texts from earlier times (Year 3 English: Literacy, Texts in Context). It may be useful to allow students a short time, perhaps fifteen minutes, to immerse themselves in the topic with some research, then to revisit and refine the original brainstorm ideas.

#### Define

The objective is to define or identify where the learning will go from here. This process may be approached in a variety of ways.

#### Define key terms and concepts:

Clarify the meanings of terms and key ideas that emerged from the brainstorm.

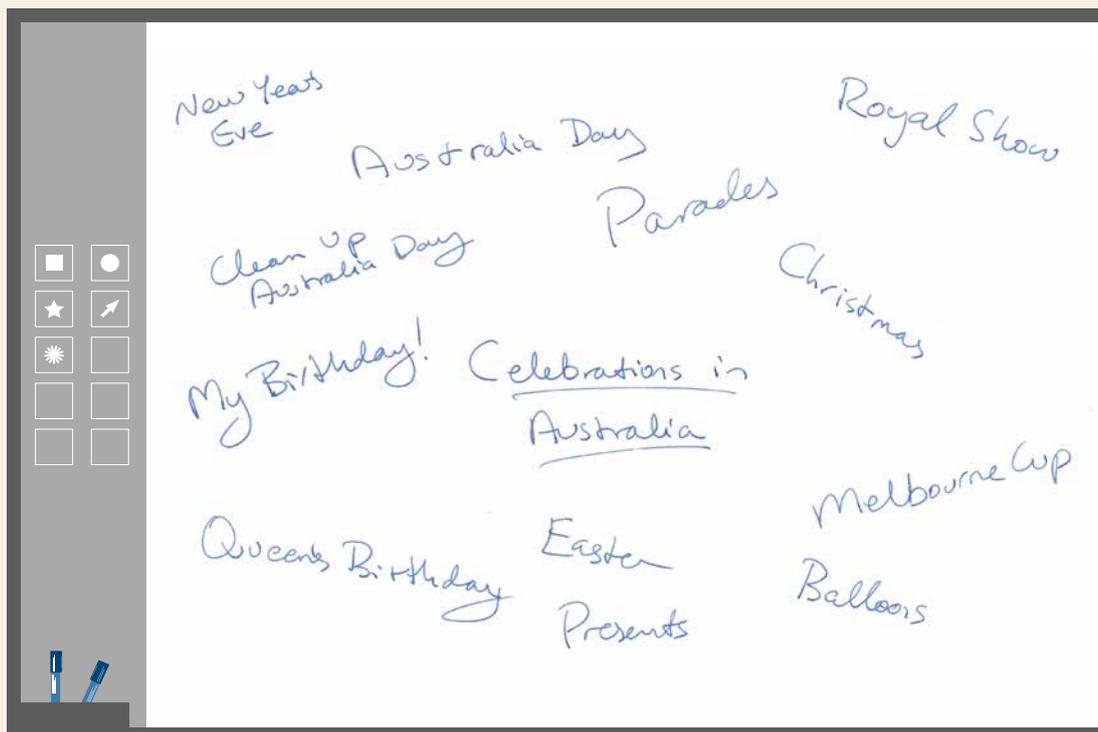
#### Determine student interests:

Ask students which general areas interest them for further investigation. For example, advertisements might be identified as the topic of interest in a brainstorm on persuasive texts (Year 3 English: Literacy, Interpreting, Analysing and Evaluating).

# A SAMPLE BDH ON CELEBRATIONS

Australian Curriculum: History Year 3

### STEP 1: BRAINSTORM



### STEP 2: DEFINE

Key terms to be defined:

- Queen's Birthday
- Parades
- Melbourne Cup
- Australia Day
- Royal Show

### Develop questions:

Provide support for students to write their own questions.

One simple way is for students to write six questions, i.e. who, what, where, when, why and how.

Another approach is to provide students with question stems based on Bloom's Taxonomy. Students could be asked to write a range of questions across all thinking levels. Provide models of completed questions to further support student question-writing.

### How?

The objective here is to determine how to proceed through the investigation. This may involve consideration and discussion of the following questions.

- What resources to use?
- Where to locate resources?

- How to assess reliability of resources?
- How to break the task into smaller sections and effectively manage time?
- What options are there for presentation of the work?
- Should the work be done individually or in collaborative groups?

### Follow-up

BDH gives teachers and students the opportunity at the end of the investigation to review the original brainstorm ideas. What has changed? Why? Ask students what further questions they may have on this topic. Why have new questions emerged? If research were to be conducted on these new questions, how could the investigation proceed?

### ABOUT THE AUTHORS

This article has been written by Kaye De Petro and Shirley Melissas. Kaye is the publisher of our successful series **Pearson History** and **Pearson History New South Wales**. Both are Pearson's leading titles for the Australian Curriculum: History for Years 7–10. Shirley is a key author also involved with these projects. Together, Kaye and Shirley have over 60 years' experience in teaching History, Humanities, Commerce and English. The BDH methodology is included as a tool for teachers in **Pearson History New South Wales**.

### Define key terms and concepts

- Queen's Birthday - a public holiday to honour the birthday of the Queen of England and Australia, Queen Elizabeth II
- Melbourne Cup - the first Tuesday in November when a horse race is held in Melbourne, Victoria
- Royal Show - many major cities hold an agricultural event which showcases the country to city people. There are also games and rides and many things for people to do
- Parades - when groups of people walk or march down major roads to celebrate or commemorate an event. Often there are bands marching and people dress up or there are motorcades or floats
- Australia Day - the day when Australia celebrates becoming a nation

### Determine student interests

- Royal Shows
- Melbourne Cup
- Parades

### Develop questions

- What is our Royal Show all about?
- What is the Melbourne Cup?
- What are some famous parades held in Australia?
- What types of parades are there?

### STEP 3: HOW?

#### What resources to use? Where to locate resources?

Inquiry question: Melbourne Cup	Date due: 09/06
Task	find relevant sources
Time I need to achieve it	2 weeks
Where to source information	<ul style="list-style-type: none"> <li>• internet</li> <li>• school library (8 a.m. – 3.30 p.m.)</li> </ul>
What type of information will I get from there	Artefacts (and photos of), drawings, book extracts, news articles
Search terms I can use	Melbourne Cup, racing, Australian holiday

### Presentation choices?

- AVD
- Prezi presentation
- Documentary
- Short play
- Written report

### FOLLOW-UP

Review the brainstorm shown on the previous page. Have students' questions being answered? Has student research led to more complex questions? Students can undertake another brainstorm and the whole process could begin again.

Each term we ask contributors from the field of education to share their thoughts on topical issues.

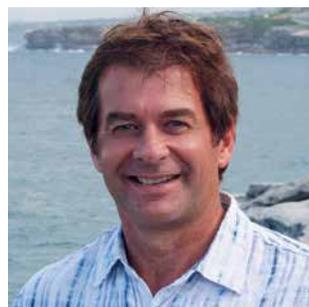


**GARRY PUTLAND**

**LEARNING SOLUTIONS  
MANAGER, PEARSON  
AUSTRALIA**

Technology has created opportunities for learning today that have not been available previously. It has the potential to enhance and amplify the experience for all students. Access to peers globally, experts at any time, real-time data, resources that contain rich media to suit the many learning styles of students worldwide are a few examples. The rate at which technology advances has been fast-paced and is accelerating. Just over three years ago the iPad was not even in the market, let alone the apps which make it a valued experience. The fast-paced change initially makes the technology inaccessible to many. This is the challenge that educators face and it's not just the devices and ecosystem that has to be navigated, it's the opportunity to employ new pedagogies and learning situations. Some educators embrace change and innovation quickly. Others are daunted by the need to keep up and, to be fair, it can be complex. This change needs to be driven by effective teaching to ensure student experience is engaging, relevant and impacts on their learning performance. Leadership and whole school change is required to guide and support such change.

While students in general have grown up with and are comfortable using new technologies, it's the increasing gap between those educators who embrace change and those who lag behind that makes it less accessible for some. The only constant today is change, so this challenge will not go away soon but it is why I believe that education is experiencing one of its most exciting and challenging changes for many decades.



**WESTLEY FIELD**

**DIRECTOR OF LEARNING AND  
INNOVATION, WAVERLEY  
COLLEGE, NSW**

In order to achieve better learning outcomes we need to structure the curriculum so that outcomes can be met through a variety of student demonstrations of learning. It is equally important that the teaching methods used are consistent with the principles and practices of student-centred, differentiated instruction. Technology can assist teachers in setting up learning for this differentiation. Technology can help manage students that work on different activities at a different pace. Technology also gives them a research tool that can service the myriad of resources that they will require when they are operating in a more personalised zone. It

also allows students to connect and share with each other, establishing a personal learning network that can continue to build and grow as they transition to the world of work. This supports more contemporary theories of learning, such as Constructivism and Connectivism. As technology advances, it will be more possible to keep track and manage students in a way that facilitates their working independently at a pace that suits their needs whilst facilitating new connections.



**MELINDA TUCKFIELD**

**HEAD OF DIGITAL INTEGRATION  
& ARCHITECTURE, PEARSON  
AUSTRALIA**

Technology is another tool that can be used in teaching and learning, not a replacement. Good teaching and learning employ a range of strategies for a range of learners. Understanding how technology fits into the everyday world is essential and enables teachers to more easily and appropriately respond to learner's needs as well as know where they are with their learning. If used well, it also allows learners to know where they are, where they need to go and what they might need to do, becoming more self-directed and responsible for their learning and creating a deeper understanding

# DO ADVANCES IN TECHNOLOGY MAKE LEARNING MORE OR LESS ACCESSIBLE? WHY?



CORRIE BARCLAY

**ELEARNING COORDINATOR/  
ICT LEADING TEACHER, MANOR  
LAKES P-12 COLLEGE, VICTORIA.**

Show me a teacher or parent who would not want their students and children connecting, collaborating, creating and innovating. If the technology that our students have access to was deemed to be a hindrance to learning, then we would not be witnessing a major evolution within education with technology integration.

The students we teach know nothing but the technology that surrounds them and that they have 24/7 access to. To not utilise this within an educational context would be a step backwards.

I have been fortunate enough in my role as an eLearning leader to see technology engaged the disengaged, differentiate for those who need it, foster creativity in students of whom it was never thought possible, and assist those with learning disabilities in powerful and meaningful ways.

In witnessing the above, we are also seeing a shift in the way technology is being used. Mobile and tablet technology is becoming more heavily utilised as well as higher-end tools and developments such as the use of augmented reality, cloud computing and 3D printing.

Access to technology is becoming far more accessible as prices are being driven down and down. The clear example here is the Apple iPad, which is now just shy of half the price it was when first released! Not to mention that today's version can do much more than its earlier cousins could. The technology is becoming more affordable for students who may be disadvantaged. These lower costs are also making technology more affordable for schools wanting to integrate more devices in their own settings to enhance teaching and learning.



AMY KILPATRICK

**F-12 NUMERACY COORDINATOR,  
ANTONINE COLLEGE , VICTORIA,  
WITH 9 YEARS OF CLASSROOM  
EXPERIENCE.**

We must embrace our students' love of technology and attempt to keep up with technological advances if we want to keep our students engaged and challenged, although keeping up means spending money that many schools don't have. We can only do our best to keep our schools on the technology radar.

Learning does not only take place at school: students need access to this technology at home. This is okay for the average student who, at the least, has a home computer and the internet and can update their programs. It is the students who do not have access to home computers, the internet, iPods, iPads or mobile phones that will find it the hardest to learn in this way.

**"WE MUST EMBRACE OUR STUDENTS' LOVE OF TECHNOLOGY AND ATTEMPT TO KEEP UP WITH TECHNOLOGICAL ADVANCES IF WE WANT TO KEEP OUR STUDENTS ENGAGED AND CHALLENGED"**

Amy Kilpatrick

# A GLIMPSE OF THE FUTURE

Videos to stimulate your digital thinking



One of the benefits of introducing digital devices into the classroom is the ability to connect with the vast store of learning opportunities available for free online. These resources aren't just for students – they also offer a valuable opportunity for educators to connect with individuals, companies and organisations who offer thought-provoking insights and information relevant to the world of education.

In this article, we look at video content that focuses on digital learning and the possibilities of using technology in education. Also on offer is a video that considers what education means for learners in the twenty-first century. Here are some of the inspiring and thought-provoking videos we've discovered in 2013.

## A DAY MADE OF GLASS 2

Posted by: CorningIncorporated • Length: 5:59

URL: <http://youtu.be/jZkHpNnXLB0>

Imagine a not-too-distant future where glass helps you cook, shop, organise and communicate. That's exactly what Corning have done in this series of videos. Part 2 shows more of the educational and learning applications of the technology, but don't miss the amazing possibilities shown in Part 1, such as flexible glass that can be rolled up like paper. There's also a great video in the series showing high school students discussing their thoughts on a future made of glass.



## BILL GATES: TEACHERS NEED REAL FEEDBACK

Posted by: TED • Length: 10:24

URL: <http://on.ted.com/TeacherFeedback>

While it might not be apparent at first, this video is, among other things, about how technology can be used to improve outcomes in the classroom by giving teachers a tool to monitor and improve their own performance. Gates is obviously passionate about education, and wants to shake up a system that fails to identify and reward great teaching.

You might want to also view another of Bill Gates' TED Talks – from February 2009: [http://www.ted.com/talks/bill\\_gates\\_unplugged.html](http://www.ted.com/talks/bill_gates_unplugged.html). Skip to the eight-minute mark to get to the relevant second half, 'How do you make a teacher great?'



"THERE'S SOMETHING ABOUT LEARNING THAT IS VERY PERSONAL AND VERY SOCIAL."

Juan Lopez-Valcarcel

## RETHINKING LEARNING: THE 21ST CENTURY LEARNER | MACARTHUR FOUNDATION

Posted by: macfound • Length: 4:01

URL: <http://youtu.be/c0xa98cy-Rw>

This video brings together comments and opinions from a range of people working in education and technology to challenge the simplistic view that learning in the twenty-first century equals learning to use technology. Digital tools are just that: tools. It is the creativity of the individual using the tool that counts.



## LEARNING TO CHANGE, CHANGING TO LEARN

Posted by: Pearson Foundation • Length: 5:37

URL: [http://youtu.be/BHiby3m\\_RyM](http://youtu.be/BHiby3m_RyM)

The ideas expressed, and the eloquence with which the various commentators articulate the 'new digital literacy', make this a must-see for anyone who is passionate about teaching. You'll be challenged and inspired by the changes these educators believe are happening right now.



## JUAN LOPEZ-VALCARCEL: ENGAGING CONTENT IN THE DIGITAL ENVIRONMENT

Posted by: Pearsonplc • Length: 36:24

URL: <http://youtu.be/gkvID7jImyY>

Earlier this year, Juan Lopez-Valcarcel, the Chief Digital Officer for Pearson International, addressed the EdTech Europe Conference. He shares his views on the responsibility education companies have to innovate and produce engaging digital content, and makes a surprising comparison between education and broccoli.

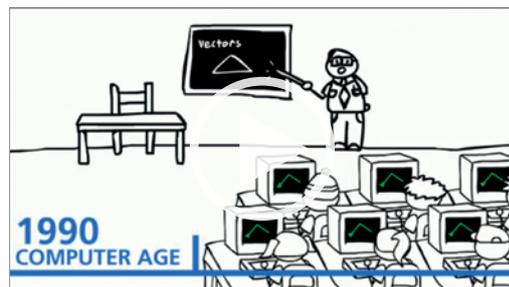


## THE HISTORY OF TECHNOLOGY IN EDUCATION

Posted by: SMART Technologies EMEA (Education) • Length: 3:42

URL: [http://youtu.be/UFwVWwsz\\_X9s](http://youtu.be/UFwVWwsz_X9s)

There's no such thing as a digital product made just for learning – it's a matter of applying the technology to suit that purpose. In this video, the makers of the popular SMART Board™ show how the tools we use to pass knowledge from one generation to the next have changed at an ever-increasing pace, with humorous stick figures demonstrating each evolution.



In his talk to EdTech, Juan Lopez-Valcarcel shared Pearson's **A Vision for Personalized and Connected Learning** video, showing students, teachers and parents in the not-too-distant future using digital tools for learning.

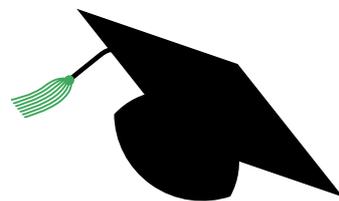
This isn't the hi-tech world of *A Day Made of Glass*: the home and classroom look very much as they do today. But they show us students who aren't burdened with gigantic backpacks stuffed with texts, and who don't have to miss out on interacting with their teacher and classmates if they are temporarily unable to attend school.

This vision inspires the people at Pearson to develop resources that use a personalised rather than a one-size-fits-all approach, and that facilitate and encourage communication between educators, parents and students.

**View the video here:** <http://youtu.be/ZpQCEgEfRyc>

# THE SECRETS OF EDUCATION

The countries that share a cultural focus on learning and strong teachers



The strong performance of East Asian nations in recent international standardised testing has encouraged Australian educators to look to them for inspiration on how to improve our own education systems.

Why are Asian nations such strong education performers? Researchers and policymakers are asking this question as students in East Asia and Singapore outperform Western counterparts in international tests and other international comparisons. While culture certainly plays a role, these countries' education systems share some other common factors, including an emphasis on teacher quality, which could inform reform efforts elsewhere.

Shanghai grabbed headlines in 2009 when its 15-year-olds scored first in the Program for International Student Assessment, or PISA. Other parts of Asia weren't far behind, with South Korea, Hong Kong, Singapore and Japan all ranking among the top.

The latter also take four of the top five spots in the Global Index of Cognitive Skills and Educational Attainment, which compares the educational performance of 39 countries and Hong Kong. According to the Index, which incorporates cognitive skills in reading, maths and science, along with literacy and graduation rates, South Korea ranks second, after Finland, followed by Hong Kong, Japan and Singapore.

East Asian schools owe their success, in part, to a Confucian culture that places a high value on education. Young children receive the message from parents and society that they must excel in school to succeed in life. As a result, children begin intensive studies at a young age, supplementing regular school with cram courses and tutoring. In China, learning sometimes even begins before birth, with expecting mothers reciting English phrases and Tang Dynasty poems to foetuses in utero.

The high quality of teachers is another key reason for these countries' strong performance. Teachers enjoy respected status in many Asian countries, so the sector tends to attract strong talent. Just as important, the education systems provide "real career prospects" for teachers, says Andreas Schleicher, deputy director for education at the OECD (Organisation for Economic Cooperation and Development), which administers PISA. "Teachers very much take on a professional stance."

In Singapore, all teachers receive training at the National Institute of Education. Salaries are competitive, with bonuses for high performers. New teachers get paired with mentors, and all teachers are eligible for 100 hours of free professional development each year. Those who demonstrate leadership skills receive additional training at NIE.

Teachers in Asia often teach larger classes but spend fewer hours in front of students, leaving more time for class preparation and activities that boost their growth – and student learning. Upper secondary teachers in Japan spent 27% of their working time teaching in 2010 and those in South Korea, 37%, compared to 53% for US teachers, according to OECD data.

In Shanghai, lower-secondary teachers oversee classes averaging 40 students, but spend only 10 to 12 hours per week in the classroom on average, according to a 2012 report by the Grattan Institute, an independent policy think tank in Australia.[1] They use the other time for mentoring, research, classroom observation and other activities that have a "proven impact on learning," the report said.

Indeed, "there is an incredible focus on student learning" in Asian education systems, says Dr Ben Jensen, director of Grattan's School Education Program. "That may sound obvious, but to improve

teaching, you need to do this across the entire system. [In successful Asian systems,] all policy and programmes focus on student learning.”

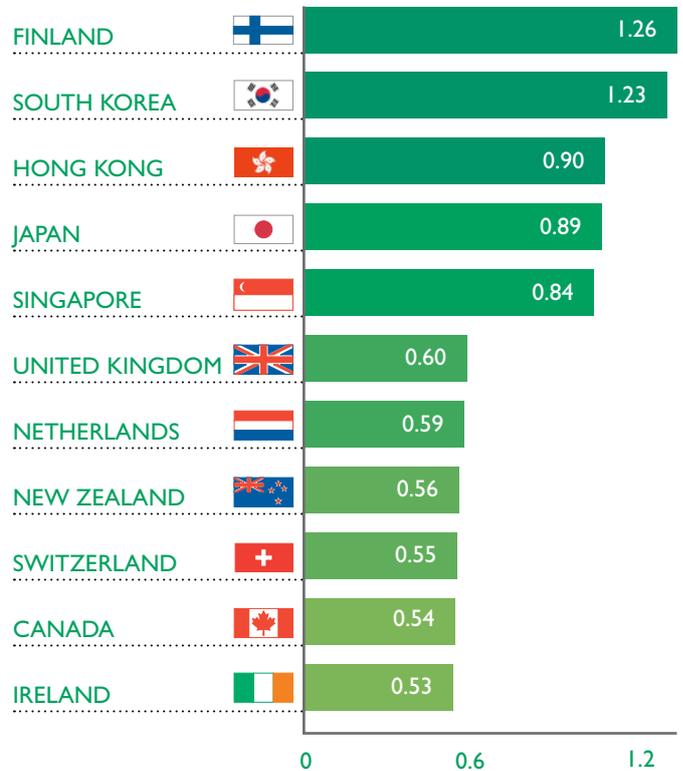
Hong Kong’s education reforms demonstrate such a systemic approach, as well as the sort of long-term commitment by policymakers that has proven critical to the success of Asian nations’ education programmes. After deciding that it needed to overhaul its education system to better prepare its citizens to compete in a global market, Hong Kong dedicated 20 months to designing a strategy and implementation plan. Since 2000, it has stayed the course in rolling out its reforms, slated to be completed in 2016.

Ironically, all the interest in Asia’s education success coincides with growing discontent in many countries in the region over their education systems, and specifically, the emphasis they place on rote learning. Such an approach may build strong test-takers, but it also puts huge pressure on students and discourages independent thinking, many Asian educators, policymakers and parents believe.

To address some of these concerns, some places, including Hong Kong and Japan, have moved to reduce class sizes. Asian educators are also streaming to the US and other Western countries to understand how their education systems foster creative thinking. Some 226 of the 248 visitors who visited the University of Oregon’s Office of Global Education over the past 18 months came from China, with many seeking training on pedagogical practices that encourage creativity.

But this, too, is something that Western educators can learn from. Singapore, for one, has built a highly effective education system largely based on ideas borrowed from other countries. In the West, “we are very bad at looking beyond our borders,” says Professor Schleicher. “But if you don’t create a more global environment, if you’re not willing to look at your system within it, it’s very hard to change things.”

## TOP PERFORMERS – GLOBAL INDEX OF COGNITIVE SKILLS AND EDUCATIONAL ATTAINMENT



ECONOMIST INTELLIGENCE UNIT

Note: The chart shows countries in Index Group 1 (z-scores at least one standard deviation above the mean) and Group 2 (z-scores within half to one standard deviation above the mean).

This article originally appeared on [thelearningcurve.pearson.com](http://thelearningcurve.pearson.com).

[1] Grattan Institute, “Catching Up: Learning from the Best School Systems in East Asia”, February 2012.

## THE AUSTRALIAN CURRICULUM CONFERENCE

### UNDERSTAND AND CAPTURE THE OPPORTUNITIES

25–26 October - Sydney, 1–2 November - Brisbane,  
8–9 November - Adelaide, 15–16 November - Melbourne

The two-day Australian Curriculum Conference is designed for teachers and school leaders interested in developing a deeper understanding of phase 1 of the new Australian Curriculum and its implications for classroom practices.

A series of practical workshops delivered by local and national presenters will focus on the needs of primary teachers, and secondary English, History, Mathematics and Science teachers as well as teacher librarians.

Keynote speakers will share valuable insights into how to implement the Australian Curriculum at the local level, offering free resources and services to support the Australian Curriculum, and sharing current research into best-practice pedagogy and digital content.

Participants will be better prepared to meet the challenges of the new Australian Curriculum and will develop an understanding of the opportunities its introduction has for enhanced pedagogical practices.

[www.pearson.com.au/pl/australian\\_curriculum](http://www.pearson.com.au/pl/australian_curriculum)

## LIFESTYLE



# SIX MUST-HAVE APPS FOR FITNESS, FINANCE AND FUN

## OUR TEAM'S PICKS FOR MAKING YOUR LIFE EASIER

Earlier this year Apple's App Store celebrated its five-year anniversary. Started in 2008 with just a handful of apps, the App Store now offers well over 900,000 apps. With so many choices, it's a challenge to find the right apps for your specific needs.

Even once you've selected and installed an app, there's no guarantee you'll find it useful. One out of every four apps is used just once before being abandoned, and most users access five or fewer apps on a weekly basis.

Some apps, such as Facebook, are perennially at the top of 'most popular' lists, and the latest addictive game apps routinely rack up thousands of downloads. But we wanted to create a list of apps that weren't just popular, but were useful as well.

# 01

### POCKET WEATHER AUSTRALIA

**Price: \$1.99**

**Available for:** Apple iPhone, iPad and iPod Touch, and Android devices

**Description:** An attractive and easy-to-use weather app, developed by Australians specifically for the Australian market. You can view a snapshot of the forecast and current temperature, or delve into details such as current weather warnings and tidal data.

**Pros:** App sources its information directly from the Bureau of Meteorology.

**Cons:** Weather junkies will wear out their screen hitting the refresh button.



SHUTTERSTOCK

The team at Pearson have put our heads (and our smart devices) together to come up with a list of our favourite apps – the ones we use every day to make life more organised and efficient, or maybe just a bit easier. Five of the six are free, and they can all be found on both iTunes and Google Play.

Check out our top six picks, then join the conversation on Facebook or on our blog, the Always Learning Newsroom, to share your favourites.

#### Sources:

<http://www.news.com.au/technology/appwatch/apps-out-there-we-pick-the-10-musthaves/story-fn81y8rt-1226681768234>

<http://www.bbc.co.uk/news/technology-23240971>

# 02

### GOODREADS

**Price: FREE**

**Available for:** Apple iPhone, iPad and iPod Touch, and Android devices

**Description:** Whether you are a prolific reader looking to organise your reading history, or an occasional reader looking for recommendations, this is a great app. Connect with a massive community to review and share bookworm habits, create virtual book groups with your friends or just use the app to manage your own reading list.

**Pros:** The barcode scanner is a fast, high-tech way to add a title to your shelves wherever you are.

**Cons:** The community-based nature of the system means you are bound to encounter opinions you disagree with.



03

### CALORIE COUNTER & DIET TRACKER BY MYFITNESSPAL

**Price: FREE**

**Available for:** Apple iPhone, iPad and iPod Touch, and Android devices

**Description:** MyFitnessPal helps you set weight and fitness goals, record your daily food and exercise, and track your progress. There's a barcode scanner to quickly add food and drink from the massive database, and the app can sync with Bluetooth-enabled pedometers to track your daily step-count too.

**Pros:** App syncs so you can access it from your phone, tablet or computer.

**Cons:** The food database is user-generated, so there can be inaccuracies.



04

### PEPPERPLATE

**Price: FREE**

**Available for:** Apple iPhone, iPad and iPod Touch, Android devices, Nook. Also available from the Amazon store.

**Description:** For the casual cook, Pepperplate is a digital recipe scrapbook that lets you ditch those piles of magazine clippings and helps you easily find that great recipe for butter chicken. For the aspiring master chef, Pepperplate lets you build menus, generate shopping lists and plan meals days, weeks or months in advance.

**Pros:** App syncs across devices and your computer so you can access information such as shopping lists when you need it.

**Cons:** It can be time-consuming to enter all the recipes the first time.



05

### CHEAPPARKING

**Price: FREE**

**Available for:** Apple iPhone and iPod Touch, and Android devices. Compatible with iPad.

**Description:** You'll never struggle with parking when you can find the cheapest and closest parking lots in every major Australian city. Search based on your current location, or plan ahead by entering the address of your destination, arrival and departure times to find the best rates and closest spots.

**Pros:** When you find the perfect park you can save it as a favourite, or share with a friend.

**Cons:** It's only as good as the data car park operators provide – so double-check to avoid expensive surprises.



06

### TRACKMYSPEND

**Price: FREE**

**Available for:** Apple iPhone, iPad and iPod Touch, and Android devices

**Description:** Stop frittering money away, or at least figure out where it goes, with this budget-management tool. Add expenses to one of dozens of pre-set categories (or customise your own) with just a few taps. Set up regular expenses as favourites to add them even faster. TrackMySPEND is one of the apps offered by Money Smart, an initiative from the Australian Securities and Investment Commission, so it has plenty of credibility.

**Pros:** You can place multiple devices on one account, so families can manage their collective budget.

**Cons:** The developers could take a tip from Pocketbook, which syncs with your bank accounts to automatically enter and allocate regular transactions.



WAS YOUR FAVOURITE ON THE LIST?  
VISIT US AT [WWW.FACEBOOK.COM/PEARSONAUSTRALIAPRIMARY](http://WWW.FACEBOOK.COM/PEARSONAUSTRALIAPRIMARY)  
OR AT THE ALWAYS LEARNING NEWSROOM  
([BLOGS.PEARSON.COM.AU/SCHOOLS/NEWSROOM](http://BLOGS.PEARSON.COM.AU/SCHOOLS/NEWSROOM)) AND TELL US  
ABOUT THE APPS THAT YOU CAN'T LIVE WITHOUT.

## NEW PRODUCT FEATURE



# PEARSON ENGLISH 3–6

Student Magazines • Teacher Companions •  
Fiction and Non-fiction Topic Books • Digital Topic Packs



**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.

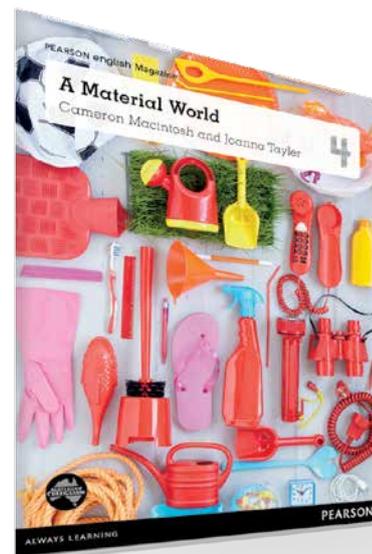
**Pearson English 3–6** provides you with choices that allow you to create a solution to best fit your classroom. Select from digital, print or blended product solutions and choose content from a selection of eight topics per year level. Pick relevant topics which address your class or school needs and personalise students' learning pathways by selecting differentiated texts and learning activities within each topic.

**Pearson English 3–6** allows all students to learn English in context. These student centred resources encourage use of a wide range of rich and engaging learning strategies, including Bloom's Taxonomy. The digital platform provides levelled and multi-modal texts, games and a range of teacher tools.

### KEY FEATURES:

- Modes of delivery include digital, print or blended solutions.
- A choice of content from a variety of topic-based resources.
- Differentiated learning activities and tools.
- 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](http://www.pearson.com.au/primary/pearsonenglish).



# DISCOVERING SCIENCE

Teacher Resource Books with Topic Starter Picture Cards •  
Topic Books



**Discovering Science** is designed to maximise student engagement, by applying the same structure that has made the **Discovering History** series so popular. The series comprises 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. **Discovering Science** 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.

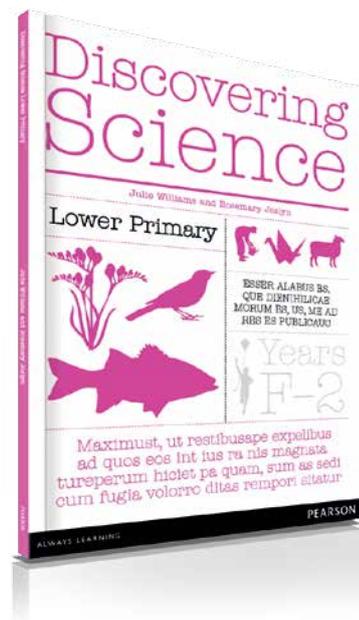
The engaging Student Topic Book texts provoke curiosity and make science accessible to the learner through a range of non-fiction and fiction books, as well as comic books for middle and upper primary levels.

## 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 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](http://www.pearson.com.au/primary/discoveringscience).



# PRODUCT SPOTLIGHT



## BUG CLUB

Discover how literacy has evolved

Fiction & Non-fiction Guided Readers • Comics • Graphic Novels •  
Phonic Readers • Online eBooks • eBook DVD • Teachers Resource

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.

### KEY FEATURES:

- Links directly to the Australian Curriculum
- Includes over 230 expertly levelled readers
- Offers more than 1000 online activities
- Covers Levels 1–30 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™

*"I found Bug Club to be a fantastic all-round literacy resource. It has allowed me to confidently teach grammar, spelling, sentence construction and, above all, competent and continual use of reading strategies. I highly recommend Bug Club as it is a resource you can't teach without!"*

*Belinda West, Year 7 Teacher, Redland Bay State School, Queensland*

You can find out more about **Bug Club** on our website [www.pearson.com.au/primary/bugclub](http://www.pearson.com.au/primary/bugclub).

## WORD UP!

Grammar and spelling for the Australian Curriculum

Student Books

Written specifically for the Australian Curriculum, **Word Up!** is a flexible and energetic student activity series that provides student differentiation for kids from Years 1 to 6. Students write straight into the book, so they can learn grammar and spelling skills in the context of their own writing.

**Word Up! Grammar** teaches grammar skills sequentially through engaging texts that stimulate critical and imaginative thinking skills.

**Word Up! Spelling** is a structured and sequential spelling program that supports learning about sounds, words and how they are spelled. Students learn about text structures and writing prompts help them develop their own writing skills.

### KEY FEATURES:

- 25 four-page units in each book
- Engaging, level-appropriate topics
- Icon system to identify differentiated learning levels
- Unique focus on writing
- Students create their own text in each unit, so the book also acts as a writing log
- Each unit includes sample text with pointers to text type structure and features
- Sample text types, including blogs, wikis and websites as well as traditional text like narratives, persuasive texts and poetry

You can find out more about **Word Up!** on our website [www.pearson.com.au/primary/wordup](http://www.pearson.com.au/primary/wordup).



## FOUNTAS & PINNELL BENCHMARK ASSESSMENT SYSTEM (BAS)

*Fountas & Pinnell Benchmark Assessment System 1 (F–2) • Fountas & Pinnell Benchmark Assessment System 2 (3–8)*

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.

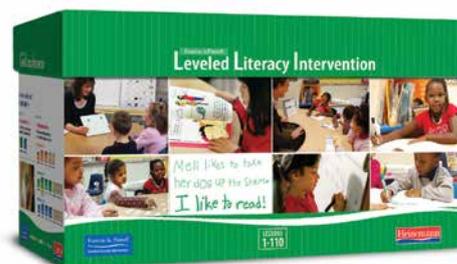
### KEY FEATURES:

- Designed to determine your students' independent and instructional reading levels on the Text level Gradient (A–Z)
- Offers 58 unique benchmark books written expressly for assessment
- Helps to identify student reading levels and students who need intervention
- Provides a detailed reading comprehension assessment guide and resources
- Includes professional development resources such as case studies and specific teaching ideas to support lowest achieving students
- Data Management CD plus a complimentary one-year subscription to the Online Data Management System

*"Fountas and Pinnell offers a well-organised, well-presented, and user-friendly Benchmark Assessment System. It affords teachers the opportunity of assessing their students' reading ability at higher levels than previously available."*

*Corinne Kaplan, Primary Literacy Coordinator, Bialik College*

You can find out more about the **Fountas & Pinnell BAS and LLI systems** on our website [www.pearson.com.au/primary/fountasandpinnell](http://www.pearson.com.au/primary/fountasandpinnell).



## FOUNTAS & PINNELL LEVELLED LITERACY INTERVENTION (LLI)

*Orange System (F) • Green System (1) • Blue System (2) • Red System (3)*

The four LLI systems target students struggling with reading, writing and comprehension and may also be useful for students who are not meeting their year level expectations and are below level Q (reading level 26). Additional support for English language learners is also provided. Support your lowest achieving students with an effective literacy intervention program and bring them to year-level expectations in 14–18 weeks (18–24 weeks for Red).

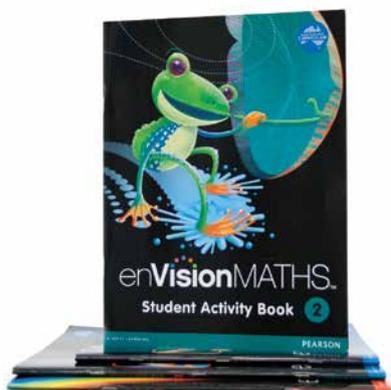
### KEY FEATURES:

- A total of 450 unique levelled student readers
- A system guide and detailed lesson plans support implementation
- Designed to bring students up to year-level expectations in 14–18 weeks (18–24 weeks for Red)
- Supports English language learners and special needs students
- Provides resources required to assess, record and report student and class progress
- Includes professional development resources such as case studies and specific teaching ideas to support lowest achieving students
- Offers complimentary access to the Online Lesson Resource Centre and one-year subscription to the Online Data Management System

*"The LLI program has proven very user friendly. It is quick and practical for short intensive Literacy sessions and because it is scripted can be administered easily by the classroom teacher."*

*Naomi Scott, Year 3/4 Teacher*

# 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 Skills Books*

This topic-driven teaching and learning program will change the way primary maths is taught and learned in Australian classrooms.

### KEY FEATURES:

- Provides for deeper conceptual understanding and a higher proficiency in Maths
- Aligns with Australian Curriculum: Mathematics content and proficiency strands
- Provides scrapbook-sized Student Activity Book and Maths Thinking Skills Book for Years F–2
- Incorporates breakthrough digital teaching and learning tools
- Allows you to tailor teaching methods to improve students' learning through differentiated teaching and learning strategies
- Creates meaningful connections between known and new maths ideas with powerful visual learning strategies
- Has been written by an extensive expert author and consultancy team.

*"We have found the enVisionMATHS program to be a vital resource in the delivery of our Maths program. With its many and varied components, we have found it caters for the many abilities and learning styles evident in our classrooms."*  
Lisa Kraft, Deputy Head of the Preparatory School - Curriculum, Anglican Church Grammar School

You can find out more about **enVisionMATHS** on our website [www.pearson.com.au/primary/envisionmaths](http://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*

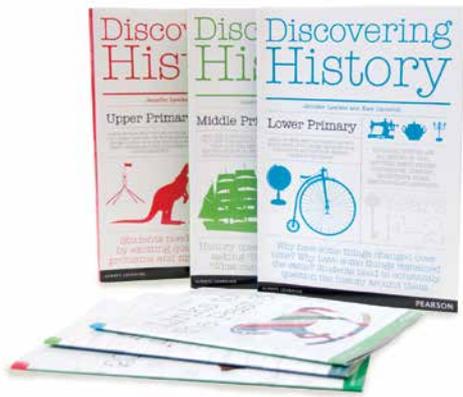
Enjoy a seamless, straightforward transition to the Australian Curriculum: Mathematics with Australia's leading primary maths series, now reworked for Years F–6. This new edition combines the features teachers love with new and updated content, including an open-ended problem-solving focus, inquiry-based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

**Australian Signpost Maths New South Wales** is an adaption from Australian Signpost Maths for the NSW syllabus for the Australian Curriculum, released earlier this year.

### KEY FEATURES:

- Provides a full year's work
- Covers all aspects of the Australian Curriculum: Mathematics
- Contains engaging cartoons throughout the student book
- Includes a mathematical language dictionary for students
- Offers differentiated real-life questions in the Mentals Books to reinforce and consolidate learning
- Supports teachers with extension work, answers, diagnostic tests and progress reviews
- Includes digital support such as games for interactive whiteboards and a digital version of the student book
- Includes editable planning/programming charts

You can find out more about the **Australian Signpost Maths** on our website [www.pearson.com.au/primary/asm](http://www.pearson.com.au/primary/asm).



## DISCOVERING HISTORY

Get to the core of what history teaching is all about

*Teacher Resource Books with Topic Starter Picture Cards • 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.

Students can explore Australia's history with the topic books developed to complement the teaching resources and designed for independent student research. These 46 books cover a range of non-fiction subjects aligned to the Australian Curriculum: History, grouped into ten sets that each cover a historical subject or area of interest.

### KEY FEATURES:

- Offers comprehensive teacher support and professional development
- Provides pedagogy for teaching History
- Includes methodology for teaching historical investigation
- Gives ideas for combining History and Literacy
- Includes picture packs and online components
- Supports the Teacher Resource packs with clearly-written topic books
- Engages students' interest with contemporary and historic photographs

*"Discovering History is one of the best and most comprehensive resources I have ever used in primary education."*

*Fran Butt, Teacher Librarian, Matthew Flinders Anglican College, Queensland*

You can find out more about the **Discovering History** on our website [www.pearson.com.au/primary/discoveringhistory](http://www.pearson.com.au/primary/discoveringhistory).



## STRETCH

The totally digital science solution for the Australian Curriculum

*A purely digital, online resource*

Teaching primary science is now easy with this fun, interactive and comprehensive online science resource. Designed to meet the new Australian Curriculum: Science objectives, **Stretch** is flexible and can be adapted to suit all your classroom needs, from whole-class teaching on an IWB to small-group and individual learning.

### KEY FEATURES:

- Lesson content across 10 key science themes
- Online lessons including multimedia and interactive content
- Quizzes, challenges and games
- Learning Centre Activities with experiments and research ideas
- A teaching guide with a lesson planner and science templates for investigations and record-keeping work

You can find out more about **Stretch Science** on our website [www.pearson.com.au/primary/stretch](http://www.pearson.com.au/primary/stretch).



# 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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 F-12 Catalogue App: [pearson.com.au/primary/app](http://pearson.com.au/primary/app)

 [www.pinterest.com/pearsonau](http://www.pinterest.com/pearsonau)

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# Pearson Professional Learning

Bringing world-class pedagogy into your classroom



## We offer professional learning for Australian teachers

Choosing a Professional Learning course with Pearson gives you a unique advantage. We access a worldwide education network, bringing international experts, presenters and well-founded research to events designed to improve outcomes in Australian schools.

## What Australian educators are saying about Pearson Professional Learning:

Based on evaluation feedback from Pearson course participants.



the course met my expectations



the course benefited my students



the course benefited me



I will attend future Pearson Professional Learning courses

"I CANNOT TELL YOU HOW HELPFUL AND INSPIRING THESE SESSIONS WERE. I WANT TO DO IT ALL AGAIN!"

*Teacher, Roseville College, NSW.*

Browse events today at [www.pearson.com.au/pl](http://www.pearson.com.au/pl) or call Customer Care on 1800 656 685