

# EDUCATION



COOK ISLANDS MINISTRY OF EDUCATION

June 2014

## Data Loggers for Hands-on Learning

In the constantly changing world of the classroom, the latest addition to the IT equipment available for Rarotongan schools will see students measuring EKGs, heart rate, breathing rate, grip strength and much more. Through the New Zealand Aid funded Pacific Science for Health Literacy Partnership Project, the new equipment will create exciting opportunities for hands-on experiences in science, technology and health and wellbeing. Ministry of Education staff as well as teachers from Nukutere College, Titikaveka College and Tereora College will join the team from the Liggins Institute this week in a workshop to learn about the equipment and the exciting ideas that it offers for active learning. The NZ Aid funding has kick-started the equipment for the Cook Islands, with a \$32,000 contribution covering 10 loggers (the most expensive part of the package) and providing a full suite of physiology probes such as the heart rate, blood pressure and EKG monitors. Here at the Ministry we know that hands-on activities make a positive difference to learning and are excited by the addition of this equipment. The data loggers have a lot of potential. With additional funding it is possible to add environmental science monitoring probes, physics, chemistry, maths and technology to the tool box. The project team hopes that over the coming years the use of the loggers will be extensive in both primary and secondary schools, and through further funding donations, the data logging tool kit for Cook Islands schools will grow, along with the exciting learning opportunities this will bring.



Facilitator Maui Joseph tests out the new equipment

## Enabling Access for Isolated Learners



Te Kura Uira continues to break new ground with quality e-learning experiences for Pa Enua students with one Mitiaro student (Tiana Haxton) enrolled in a Massive Open Online Course facilitated by the University of Edinburgh "Introduction to Vet Science". Tiana is supported by Dr Amy Compton of the Esther Honey Foundation. It is hoped that at the conclusion of the course, Tiana will attend a clinical practice placement here on Rarotonga.

Te Kura Principal (Kristina Crouch) explains "In my professional opinion, it has become essential for all educators to move towards offering a broader range of avenues or modes in which students can construct their learning. It is no longer an "in thing" to include the internet and e-technologies in teaching and learning programs but mandatory if we wish to equip our students with the skills that will

foster their success in this digital world. The example of 'e-learning in practice' here is just the tip of the ice-berg at TKU and showcases merely one small way we are raising the bar in teaching and learning opportunities here in the Cook Islands. Our students are involved in other amazing programs that closely meet the expectations of this "digital and globalized age" while closely linking with the objectives of Cook Islands' curriculum. TKU kids are creative, inquisitive and committed to achieving their personal goals. It's our job here to provide the necessary stepping stones towards their success. The students will do the rest."



## Forming partnerships to help Parents

This year the Ministry of Education through Te Kakaia in partnership with the Virtues Project and proudly supported by the Bank of the Cook Islands, aim to promote positive parenting.



Actors and KUKI the mascot

One minute advertisements depicting three different parenting styles will be televised early June. Further advertisements will appear over a period of four months with additional information pertaining to future parenting activities and important events. So keep an eye out for them!

*Read more on Page 2*



Amy and Tiana on a Skype call

## New Zealand Aid Programme Short Term Training Awards 2013-2014

Early this year, four MOE staff applied for and were approved to travel to NZ on a short term training award (STTA) scheme. Three school based staff and an IT technician from the ITC Division were successful with their applications. This award is one of two New Zealand Aid Programme funded scholarship awards schemes available, the other being the tertiary scholarship awards to a regional or a NZ tertiary training institute for undergraduate study.



Principals Nga Charlie (Avatea), Elizabeth Kapi (Nikao) and Assistant Principal Mairi Heather (Avatea) will travel to Christchurch and Auckland. They will visit selected schools that provide modern learning environments to see first-hand how these schools are managed and run.

The focus of the attachment will be on student centred practices, building design, classroom layout, student equipment and resources. There will be opportunities to observe and discuss enquiry based approaches, differentiated learning and inclusive educational



Junior IT Technician, Turua Opo, will travel to Wellington to attend the Auldhouse Training Institute on a two week training course. He will learn the fundamentals of deploying and managing Windows Server 2012 and on his return, will complement the growing demand for IT services throughout the Ministry.



practices with their counterparts. The applications for the STTA scheme were prompted by an earlier visit this year by members of the Apii Nikao Co-ordinating Committee.

The Ministry would like to thank the New Zealand Aid Programme for their support in training and development.



# UNDERSTANDING CHILDREN'S BEHAVIOUR

*Autism, Developmental Delay and Sensory Processing*

Problem behaviours are behaviours your child exhibits that cause you, your child or others problems. They can be defined as behaviours that are impacting, in a negative way, on daily life.

Tantrums, meltdowns, whinging, aggressive behaviours, throwing, climbing, or breaking things, screaming, non-compliance. The list goes on....

Renee Lea (child protection worker from Dunedin, New Zealand) volunteered her time while on holiday in Rarotonga to share effective behaviour strategies with a group of highly motivated educators and parents.



Forty parents, teachers and teacher aides from schools in Rarotonga attended Renee's workshop as part of Inclusive Education professional development coordinated by Ngaria Stephenson.

Renee shared some magic tips to remember:

- It takes a village to raise a child
- Believe in the child's ability to learn
- Adapt your own behaviour

Believe in the child's  
ability to learn

Those of us who teach in the classroom will know how difficult it can be sometimes to meet the needs of students whose needs are greater than others.

Questions were asked about how we as educators and parents can approach positive ways to interact with children who are displaying negative behaviours during learning.

Renee answered these questions by referring to Skinner's five main obstacles to learning which are:

People have a fear of failure

- The task is not broken down into small enough steps
- There are lack of directions
- Or lack of clarity in the directions
- Positive reinforcement is lacking

Skinner suggests principles to try:

- Give the learner immediate feedback **FEED BACK**
- Break down the task into small steps **SIMPLE**
- Repeat the directions as many times as possible **REPEAT**
- Work from the most simple to the most complex task **EASY TO HARD**
- Give positive reinforcement **PRAISE**



Renee also shared prevention strategies in communication using social stories and introduced some intervention strategies as we learn to recognize signs that led to undesirable situations or behaviour. For example, learning to implement these intervention strategies - at the "rumbling stage" before the tantrum!

One of the highlights of Renee's workshop for many was recognizing from an adult's perspective that often the key to stopping undesirable behaviour is to walk away from it - this was illustrated to us via a very simple you tube clip. Go to You Tube [Attention seeking kid].

<http://www.youtube.com/watch?v=IXP5rFAJQek>

Renee reminded us that consistency, patience and persistence together are the keys to success. Success is the sum of small efforts, repeated day in and day out. Never never never give up!

If you would like Renee's notes from the workshop please email [nstephenson@education.gov.ck](mailto:nstephenson@education.gov.ck)

Information includes:

*Short sensory profile, learning through play, autism applications, heavy work activities, toilet visuals, handling transitions, minimal speech approach, beginning signs, tips and ideas for making visuals, Developmental Delay guide for parents.*

## Nassau School Dedication

On Wednesday the 7<sup>th</sup> of May the island dedicated the Nassau Machinery Shelter and the School. At 10am the island population assembled at the new Machinery Shelter. The blessing and dedication of the building was held and straight after, the whole population moved to the school for its blessing and dedication. After the speeches there was a big kaikai, followed by items prepared by the children. More speeches followed and many happy parents were sharing their memories of the days when they were school children. A lot of praise and thanks were given to the CIIC man Ripa Tauia for his excellent work and also that of his labourers.



Continued from Page 1 :Forming Partnerships

One of the parenting types depicted in the advertisements is called "Absent Parenting Type" or "no time - very busy". This parenting type happens when everything in the family is **LOW**.

**low** control  
**low** limits  
**low** warmth  
**low** connection

Parents of this type just can't find time to spend with their children because of their busy schedules. Then, when they do have a little time, they often spoil the children and compromise their standards so the children don't feel left out. Children then experience a sense of insecurity, mistrust and lack of real love. They will also begin to demand attention and will sometimes use bad behaviours to try and hijack parent attention.

The number one thing children want most from their parents is **TIME**.

Sometimes parents worry about being late for their own meetings, work appointments or games. When it comes to the children's concerns though: their games, their report day



or even a few minutes of their day for a quiet talk, there is no time to spare. Only the bare minimum of time can be found and the parents are happy to believe that this bare minimum is enough. But is it really?

There are 3 reasons why **TIME** is a number one priority for parents to give to their children.

### 1. Strengthen family bond

Family time strengthens family connections. It provides moments of boundless endless love, free time, free expressions, open conversations, close connections, great stimulation and motivations.

### 2. Develop positive environments

Children who spend more time around their parents because the family is such a happy place for them to be, are likely to have a safer and more secure childhood. They are less likely to take unnecessary risks or be tempted into unsafe behaviour.



### 3. Creates happy memories

Sharing a laugh, a funny joke, an experience at school, a childhood story, playing a game together, cycling, learning and singing a song, making a home garden, googling information, sewing, peeling taro, collecting coconuts, learning verses, cooking a recipe, going for a swim, going for a drive, can all be 'quality' family time experiences and at very little cost.



## Tablet Technology in Classrooms

Several schools have recently been taking advantage of the Ministry's ICT integration initiative and using tablets to support teaching and learning across a range of curriculum areas.

Natasha Simpson and her colleagues in the Physical Education and Health Department at Tereora College used iPads in several of their senior courses during term one. The devices became an integral part of the teaching and learning programme and enabled staff to implement several innovative teaching activities.



The apps Ubersense and Coach My Video were used to collect video footage of a student performing a physical skill. The apps allow footage to be slowed down frame by frame, analysed and compared to that of an expert. Students can then provide feedback to each other on each other's performance and incorporate improvements into future training sessions.

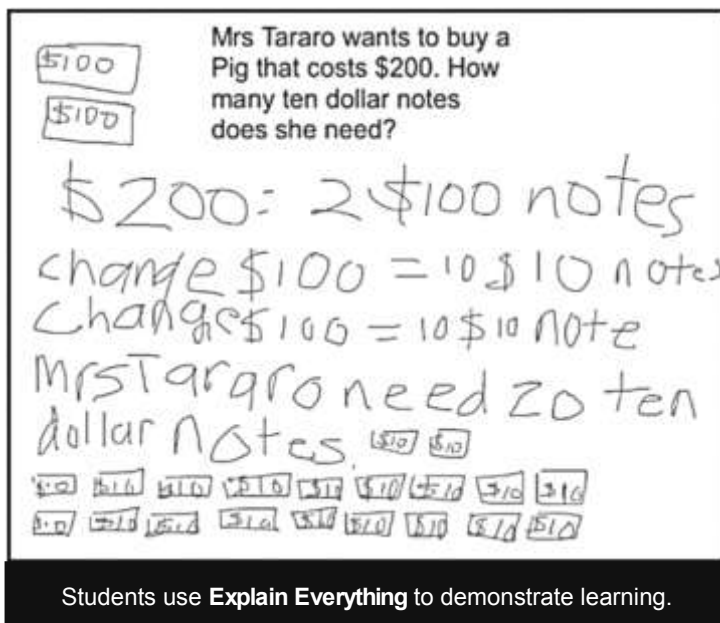
The iPads provided excellent opportunities for collaborative learning to take place. Staff planned a peer teaching activity based around the topic, Principles of Training. Small

groups of Year 13 students became experts on one of several training principles (frequency, intensity etc) and then applied their knowledge and understanding by producing a 1-2 minute video tutorial accompanied by a set of related questions. Each group set up their iPads as workstations around the room and students spent several minutes at each station summarising the information from the video and answering the questions. By the end of the activity, each student had a full set of study notes on the topic.

Simpson commented that the video tutorials made relevant and appropriate teaching resources that teachers could use in the future with other classes.

She said, "Without exception the feedback from both students and staff has been overwhelmingly positive. All staff said they would like to use the iPad's more in the future to support teaching and learning."

Meanwhile at Mitiaro School, Numeracy Advisor Kat Cheval spent a week using iPads to assist with introducing maths concepts with year five to seven students. After using several apps to practice place value skills, students moved to the screen casting app Explain Everything, to develop their academic language related to place value. Pairs of students wrote everyday maths stories and recorded themselves reading the story aloud. The iPad's were then passed to another pair who demonstrated their understanding by writing and narrating a solution. Students then shared their completed screencast with the rest of the class. Cheval commented that the students engaged with the process and enjoyed using the technology to demonstrate understanding.



Students use Explain Everything to demonstrate learning.

## MISS RIMAATI MOEKAA

BA (SS), CI DipT

### PAST:

Rima hails from a small village of Ruatonga in Avarua. Her parents and grandparents invested a lot of time in her education. She attended Auckland Girls' Grammar School and AUT graduating with a Bachelor of Social Sciences. In 2013 she was awarded the Cook Islands Diploma in Secondary Teaching.

### NOW:

Rima is now doing her first year teaching at Tereora College in the following subjects: Business Studies, Social Studies and Tourism

### REFLECTION:

Becoming a teacher was not her first career choice! – but she is enjoying the challenge. Her grandfather, Rangi Moekaa, was a respected teacher so she has a lot to live up to!

## Numeracy Corner

### Why Multiple Representations?

One of the most important goals of mathematics education is to help students make sense of everyday situations that involve numbers, patterns or data. Teachers can make mathematical ideas comprehensible to students by using a variety of representations. While there are many different representations in mathematics, there are three important categories: *words, models and symbols*.



Words are what give maths situations their meaning. Students come to understand concepts through stories. For example, young students learn what addition means when they solve problems like this:

*Kopu found three shells on the beach. Her brother gave her two more shells. How many shells does she have now?*

Words can be spoken and/or written. In the younger grades, words are often spoken because of the limited reading ability of students. As students gain reading skills, it is important that they begin to read and interpret word problems and use written labels in their work. Word problems or stories should be used when new concepts are introduced because the words help to establish the meaning of those new concepts.



Students use models to help them solve mathematical problems. In the case of the shell problem above, a student

might use shells or counters to solve the problem. The use of models is an important part of the Numeracy Strategy Teaching Model in which students first use materials, then use imaging and then use number properties. Models can be physical objects (manipulatives) and they can also take the form of sketches, tally marks, charts, tables, graphs, etc.



Once students have used models to make sense of and solve word problems, it is critical that teachers introduce the

mathematical symbols that are used to represent these ideas. Symbols include numbers, equations, and other mathematical signs.

Skilled teachers are able to help students make connections across multiple representation.

For example, a teacher may ask:

"what does the number 3 in this equation represent?" or

"which words in the story helped you know you needed to add?" or

"where in your picture are the shells that Kopu got from her brother?"

**Class Room Snapshot on PAGE 8**

Office 365

**FREE**

FOR SCHOOL STUDENTS  
SEE YOUR SCHOOL FOR SOFTWARE AND DETAILS







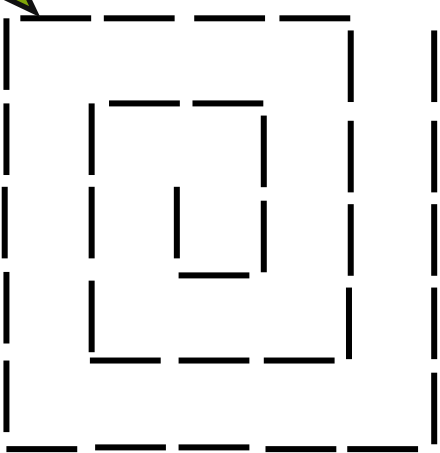
# WORD SEARCH

M Y Q D M L Y E H K P X L Z F  
A I W T M L Q I N O A R A P C  
K I J M M O M P W D E N K Y L  
A R W D U U H U C R Y Z B Y B  
R X K K T R K E R E K E R E M  
A E M V X C A M S R K O S P B  
Z U N K Z X T M J Y N Y E A H  
P E A G Z E T X U L M W J O Q  
S D V E A R A N O R A T H A U  
D U R T R R F A Z Z A L K J V  
B Z E K D A E C P Q H I T Z G  
E A O N O X V N T A U I S J Y  
J U K Q E J M E G A P X T O Q  
B J V N N N E I T A M F H W J  
C N V D T N V B F R N G U W A



# Brainteaser

AUIKA  
KEREKERE  
MAKARA  
MATIE  
MURAMURA  
PARAONI  
RENGARENGA  
TEATEA  
TARONA  
VAREAU



This spiral is made with 35 toothpicks. Move 4 toothpicks to form 3 squares.



Can you find the  
the mistake?  
1 2 3 4 5 6 7 8 9



# CRYPTIC CLUES—FIND THE HIDDEN MEANING

VA DERS

JOBINJOB

JANOB

cut  
cut cut cut cut cut

FAREDCE

BUDGET  
^

... Fairy  
... Wolf  
... Duckling

TRY STAND  
2

SYMPHON ..

DOX  
DOX

egsg  
gegs  
esgg



Source and solutions: [http://kids.niehs.nih.gov/games/riddles/rebus\\_puzzle.htm](http://kids.niehs.nih.gov/games/riddles/rebus_puzzle.htm)



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

BEGINNERS

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

MEDIUM

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Dictionary of  
Cook Islands Languages

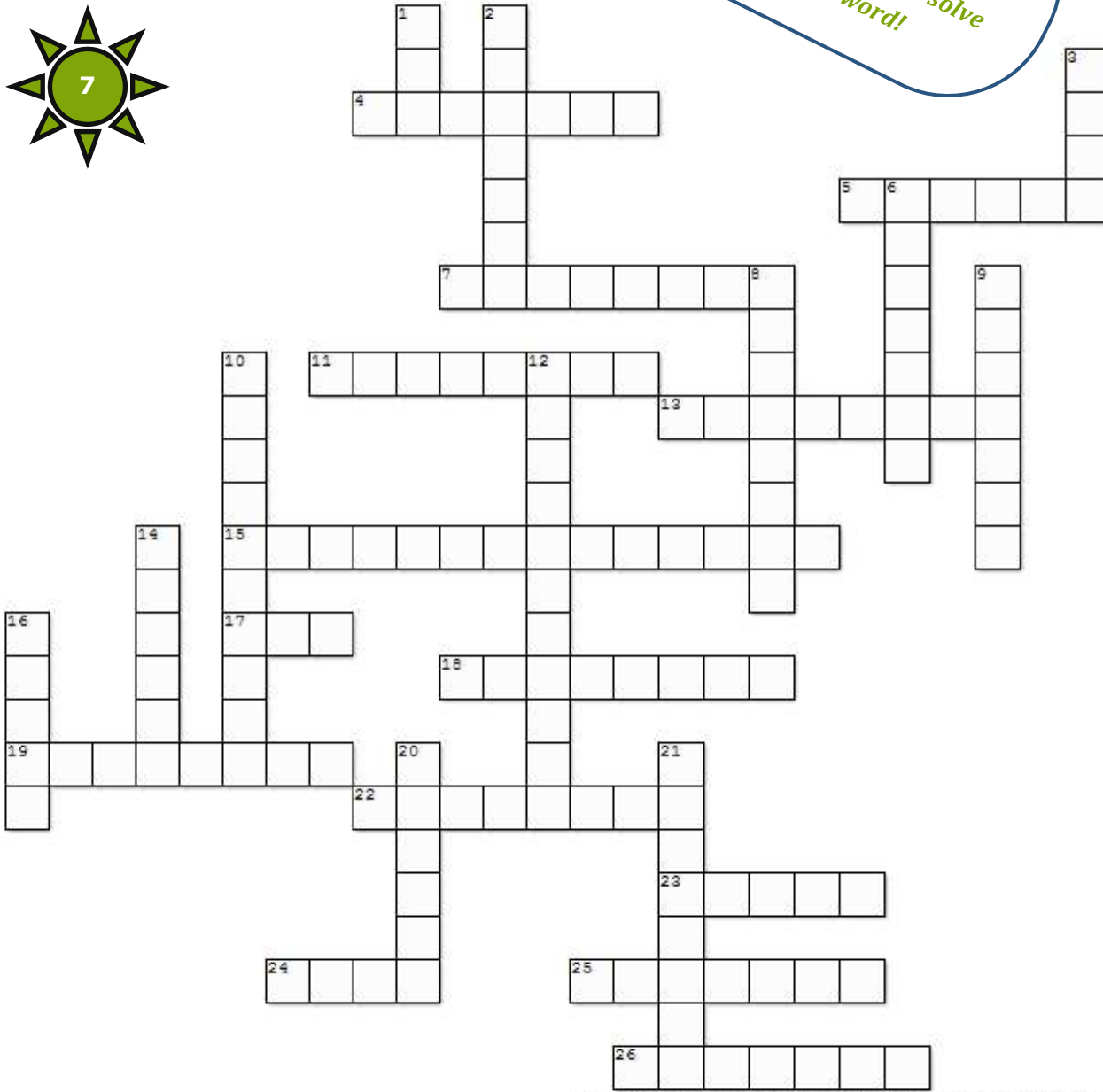
Search word or phrase

Q Use me to find your answers

Search

AR Languages  
Contact

All answers are in Maori.  
You can use the online  
dictionary to help you solve  
this crossword!



Created on TheTeachersCorner.net Crossword Maker

Across

4. Incantation, poem or prayer to the old gods  
5. Block up or plug an aperture or container, confine  
7. Blot, smudge  
11. Smell rotten or putrid  
13. Scarlet, red  
15. Another name for Rarotonga  
17. Chicken  
18. Enfeeble, slacken, weaken  
19. Destroy completely  
22. Stretched very taut, tight and stiff, tight-fitting (of garments)  
23. Lean, tilt  
24. Organised group of people, troop (of soldiers), troupe  
25. Dislocated  
26. Help, assist, support

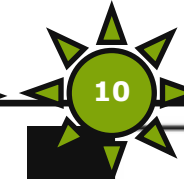
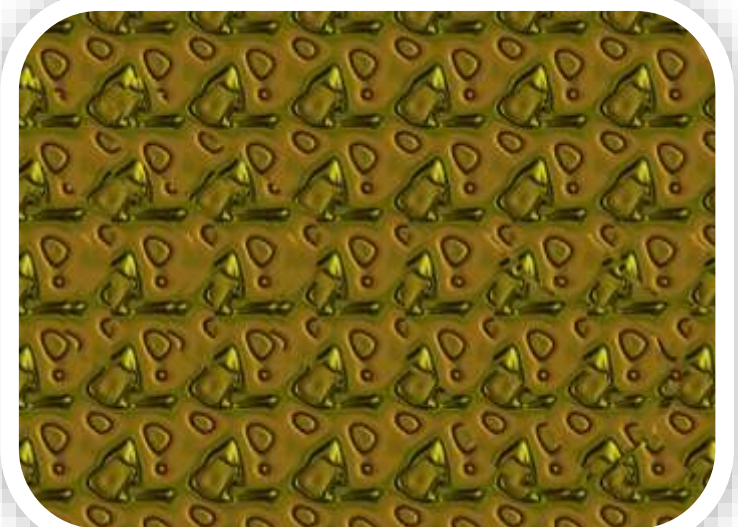
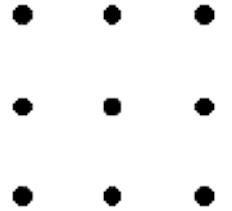
Down

1. Thing, not necessarily physical object  
2. Split, crack(ed)  
3. High, full (of the tide)  
6. Horse  
8. Turn upside down, capsize  
9. Tarnished, sullied, its lustre spoiled by dust, rust, mildew, decay  
10. A small damselfish (Pomacentridae) with blackish vertical bars  
12. Trust, reliance  
14. Brown cod  
16. Persevere, strive determinedly  
20. Sturdy, stout, firm and strong  
21. Unwind, loosen, unravel



## Thinking Cap

- One brick is one kilogram and half a brick heavy. What is the weight of one brick?
- If it were two hours later, it would be half as long until midnight as it would be if it were an hour later. What time is it now?
- Find the mistake in these mathematical equations that seem to prove  $2=1$   
 $x = 2$   
 $x(x-1) = 2(x-1)$   
 $x^2-x = 2x-2$   
 $x^2-2x = x-2$   
 $x(x-2) = x-2$   
 $x = 1$
- Connect all 9 dots with 4 straight lines without lifting the pencil off the paper, and without going over the same line twice.
- Johnny's mother had three children. The first child was named April. The second child was named May. What was the third child's name?
- How much dirt is there in a hole that measures 20cm x 35cm x 80cm?
- What word in the English language is always spelt incorrectly?
- Rangi was born on December 28th, yet her birthday always falls in the winter. How is this possible?
- If you were running a race and you passed the person in 2nd place, what place would you be in now?
- Find the hidden object



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

INTERMEDIATE

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

ADVANCED



## Sam the Man– Making a difference

They say it takes a village to raise a child—every single one of us has a part to play in a child's education. One person making a big difference in the lives of Aitutaki students is Samuela Ezekiel. It is a new experience for Sam being employed as the maintenance person for Araura College Araura and Vaitau Primary Schools. He was previously self-employed for 19 years, but it is a welcome change as the work he is now responsible for is familiar and rewarding. In a short time Sam has made numerous improvements - not only to the college but to the other schools on the island. Sam is a great advocate for recycling and renewing. He has shown that he is both resourceful and clever with his hands by making the most of the few resources that we have often turning old broken furniture into useable items. Small maintenance problems have been fixed, walls have been removed and the infrastructure improved. At the moment he has 5 students who come to him for one period a few times a week for work experience. These students have learned to read a tape measure, the use of power tools, safety in the work place, to work and get along with each other, and keeping the work place clean. They are capable of doing more and new things in the near future.



Sam and his student team



## NEWS from the National Commission for UNESCO

### Cook Islands makes Memory of the World Register

Last November, the Cook Islands National Commission for UNESCO nominated Jean Mason of the Cook Islands Library and Museum Society to attend a workshop in Cambodia. The workshop was for the UNESCO Memory of the World programme. This programme supports countries and organisations to research and preserve old documents that are of national importance. The document that Jean nominated was the proclamation 'E Tuatua Akakite' 1891, which records the British declaration of a Protectorate over some of the Cook Islands. Only ten nominations were accepted for the Asia-Pacific workshop so it was a wonderful opportunity for the Cook Islands to be able to attend.



Jean Mason

At the workshop, Jean worked with the team of cultural experts to develop a submission on the proclamation to go before the Memory of the World Council. In early May, we found out that the submission was accepted and E Tuatua Akakite is now listed on the UNESCO Memory of the World Register.

In another piece of good news, at the workshop, Jean met Roslynn Russell, an Australian expert in preservation. The document, which is kept at the Cook Islands Library and Museum, cannot be handled often as it is very old, frayed and starting to crumble. Through the Australian Memory of the World Committee who Roslynn has worked with, an offer has been received for a Curator to work on preserving the document. Although this means it will need to travel to Australia, once the work is done, the lifespan of the physical document will be significantly increased. So Jean's next job is to work out how to get the document to Australia without any damage being done to it – it isn't a standard suitcase item.

In other UNESCO News:

Jacqui Evans of TIS recently attended the 4<sup>th</sup> Meeting of the Pacific Biosphere Reserve Network.

Ngatuaiane Maui is about to head to Doha to attend the World Heritage Committee meeting.

Teuru Passfield spent a week in late April in Noumea at a UNESCO Youth Action Camp on Marine Biodiversity and Climate Change. Teuru completes her degree in Marine Studies later this year.

*Within each one of us lie many talents, gifts that sometimes we need help to discover, so that we can go on to achieve our full potential.*

Te vai nei i roto ia tatou te au tarenī ma tetai au apinga oronga tuketuke te ka anoanoia kia kitea, e kia rauka ia tatou i te akatupu i te reira ki te maataanga tikai (Johanna Simiona, *Kura Apīi Kimianga Puapinga o te Kuki Airani*-Cook Islands Enterprise Curriculum Statement).

## NEW APPOINTMENT: Mrs. Janet Woodger

*Learning & Teaching Advisor: Enterprise & Financial Literacy*

The Ministry is pleased to announce the appointment of Mrs. Janet Woodger as the Enterprise and Financial Literacy Advisor. She comes with expertise and an extensive experience in education across the board from primary to tertiary education. Janet will be based in the Learning and Teaching Division of the Ministry. She commenced work on the 14 April 2014 and has been familiarising herself with documents and reports, talking to ministry staff and communicating with the various partners associated with enterprise and financial literacy initiatives. She has also begun her conversations with schools and these will form the basis of her role and support to schools and their communities.

Janet is no stranger to the Cook Islands; she herself is of Cook Islands descent and heritage. She worked in the Ministry and taught at Te Uki Ou some years ago. She is intent on giving service back to the children and people of the Cook Islands through engaging collaboratively with schools and the community in activities that will draw the *many talents and gifts ... to achieve full potential* for all children.

Kia orana katoa. It's wonderful to be back on our beautiful island of Rarotonga and to be working with our Ministry of Education. I was born in Arorangi, grew up in Tokoroa, the eldest of 7 children, married and a mother of 3. These life experiences have been the foundation of my journey as an educator. I have a degree in Adult Education (Massey University) and a Post Graduate Diploma in Primary education (Victoria University). I have experience as a teacher in Primary and Secondary Schools in NZ and Thailand. I was also a teacher with Te Uki Ou School in 2002 and 2003. Most of my 20 years as a facilitator and lecturer in the tertiary sector in New Zealand have been with Pasifika students who still underpin my passion for education. I offer my knowledge and experience with progressions of learning and pathways in education and look forward to meeting and working with you.





# MANGAIA: Creating Dialect Readers

What do you do when you want students across all age groups to take reading material home each night but, you don't have enough texts, not to mention, enough texts in your local language? Well, you can do what an enterprising school in Mangaia did, you can make your own!

With a whole school focus on improving literacy across all levels and a school-wide goal for all students to use a reading log, Mangaia School had a problem - they did not have enough suitable reading material in Cook Islands Maori for their students in ECE and Grades 1-3.

The school runs a professional buddy system whereby teachers are paired up to discuss issues of professional development and to support each other to move forward as teachers. In this instance the principal, Sue Ngatokorua, is the buddy for ECE teachers Judy Ruatoe and Nancy Raveora. The idea for this project grew out of discussions about a lack of reading material for students to take home at this level of the school. The result was that Judy and Nancy began creating student profile cards for their students. The profile includes a student photo and information about the student. It is then printed onto A5 card and laminated, thus producing a long-lasting resource that can be taken home to support literacy learning with the school's young students.



The school secretary, Barbara Harry, has also been an integral part of the project. She has been involved in creating some of the stories, including texts about local fruit. She has also been busy turning old, falling apart Cook Island readers into usable texts by photographing pages and printing them onto laminated cards. A resource that really needed to be thrown out is now going home in school bags each night! Students are also getting involved in the story writing which is a superb way of fostering language learning, building self-esteem, and validating personal experience.

The project has many positives to it. The main impetus behind it at first has been to promote a culture of reading, at school but also at home.

## Create a culture of reading at school and at home

Students and parents alike love the reading cards. Students learn to read the cards, mainly by rote, which is an important first step in learning to read. In fact the students enjoy the story cards so much that they are reluctant to return them school. To ensure they do come back, students receive stickers on a chart for each returned story, hence teaching the process of 'borrow and return'. Parents are provided with something to read to their children in their own language, and are asked to have their child 'read' to them as well, thus encouraging positive family reading behaviours.

It is hoped that this school project will spill over into home life and that families will also begin to write their own stories. The Ministry of Education Literacy Advisor, Tracey Ellery, has recently been running a series of parent talks on creating a culture of literacy at home. This act of creating stories is one of the things strongly encouraged. Families can create stories together about special family events - a wedding, haircutting ceremony, church picnic. Not only will these support your child to become a better reader and writer, but it's a wonderful way of preserving memories of family life.



The ECE student profiles were such a success that the primary teachers quickly got on board and began doing the same. Adhering to an MoE policy on fostering the mother tongue, Mangaia School teaches in Maori from ECE, through to Grade 3. But the teachers here took things a step further with their reading cards by writing them in the Mangaian dialect. This is a fabulous initiative on so many levels. They are creating stories about Mangaia, stories about Mangaian students and they are in the Mangaian language. There is an emphasis on correct use of language and sentence structure which is important in ensuring the language maintains its integrity.

# CAREERS UPDATE

One of the responsibilities of the Itinerant Career Counsellor (ICC) is to conduct one-on-one interviews with senior High School students in the various schools of the Cook Islands. The purpose of these interviews is to provide students with information about occupations they are interested in and suited to, look at study and training options available to them when they finish High School, discuss the option of undertaking work experience attachments and so forth.



The response from the students when they discuss career issues with the ICC is really good, and the range of occupations they express an interest in is very interesting indeed! It shows just how aware they are of the ever changing array of jobs available to them as technology develops in leaps and bounds. Jobs

that existed when the ICC was a teenager, such as a telephone operator - who would manually connect your telephone line to the telephone line of the party you want to speak to, or a movie projectionist - who would physically load reels of film onto a movie projector - are now virtually non-existent! And there are quite a few jobs that are headed that way because of technology. The students are choosing jobs that didn't exist just 20-30 years ago such as that of a Computer Software



Designer, Internet Marketer, a Virtual Assistant, a Blogger and the list goes on!

The ICC thoroughly enjoys these sessions with the students because it keeps her on her toes in terms of keeping up with the latest information and trends in careers and study and training options, and also gives her the opportunity to provide the students with appropriate career guidance - which helps them to make good plans and decisions about their careers. The ultimate aim of all of this is to enhance the work of parents, teachers and other stakeholders in enabling our children to become positive and happy contributors to the overall well-being of our people and country.

To date 83% of the Year 13 students of Tereora College and 100% of the Year 11 and 12 students of Titikaveka College have been interviewed. The interviewing of the senior students of Tereora College will continue for the remainder of this term, and the ICC will also make herself available to do the same in other schools with Year 11 - 13 students on Rarotonga who request the service. Later in the year, the ICC is planning to visit our sister island schools to do the same with our children there.

Education is a very exciting and satisfying area to work in. The satisfaction experienced when one sees our young people excelling in whatever they choose to do, and knowing that one had a hand in helping them to get where they are, is a wonderful feeling. There's nothing quite like it!



# Biodiversity: Know and Love your Environment

Biodiversity is the theme of an innovative education programme. During the teachers' workshop last year, schools developed some action plans on how biodiversity can be integrated in their 2013 – 2014 school programme. The implementation phase varies between schools as the Ministry would like the schools to take ownership of this and to carry it out effectively in their classrooms. Other schools included two other international projects to their plans namely the 'Clean up the World Day' and the 'ENO' (Environment Online) Tree planting Day which the Ministry encouraged the schools to participate in. All 3 projects were interconnected and schools also extended the invitation to their community and Government Ministries on their respective islands to be part of the programme.



Participants for the Biodiversity workshop

Students learnt a lot from the programme such as the: significance of biodiversity, different levels of biodiversity, native and invasive species and as well as the preservation methods for future reference. The Ministry together with the Ministry of Environment have received reports about the work done in the schools as well as some positive feedback from the community.

This year Avarua School have continued to teach Biodiversity from a Science perspective



which falls under the Living World strand of the Science curriculum. Students did a variety of activities such as the stream walk with the officers from the Ministry of Environment to look at the different species. The school wrapped up the programme with a speech competition promoting what they had learnt in the classrooms as well as putting out some strong recommendations of the importance of biodiversity to our lives.

## Classroom Snapshot

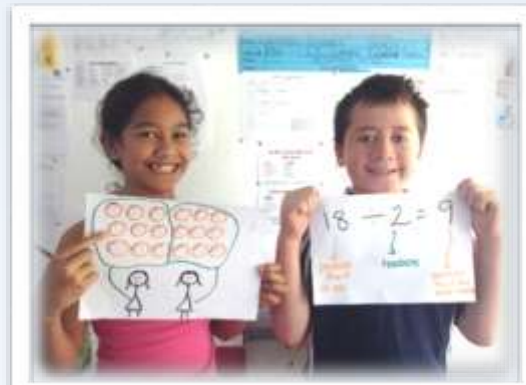
The students in Mrs Tangatama's grade five and six classroom at Arorangi School have been working on the concept of division. They began their studies by reading this story:



*There were some pirates who found a box of treasure. In the box there were some bars of gold.*

After they read the story together, they worked in groups to retell the story in their own words and then decided what they would need to add to make this a maths story problem. The students decided to change the word "some" to numbers and then they asked, "how many bars of gold did each pirate get?" Next, each group used yellow sticks to model and solve their problem.

Over the next several days students read and retold other maths stories. They modelled these division stories with materials (e.g. sticks, counters, place value money) and then used sketches to record their ideas on paper. They used symbols to record an equation that matched the story and labelled the equations with words to make the meaning clear.



Arorangi students show their work

Finally, students worked in groups to write their own division stories. They created posters that used words to tell the story problem, sketches to model the problem, and symbols and words to show the mathematics of the problem in an equation with labels.

## APP SPOTLIGHT

**Explain Everything** is essentially a supercharged electronic whiteboard where users can collaborate to create screencasts on practically any topic. Explain Everything records on-screen drawing, annotation, object movement and captures audio via the iPads microphone. Users can type, draw freehand, and import almost any file type. Users can record a voice over to their presentation and annotate any item with pen strokes, arrows etc. The finished product can be posted online or exported as a video file. Explain Everything is a great way for students to demonstrate knowledge and understanding by giving them a tool with very few limitations on how it can be used.



**Comic Life** is a comic creation app that can be used by students to tell their stories in a unique and creative way. Choose a theme, import photos, and

then add text by selecting speech bubbles. Some examples of how Comic Life can be used in many ways to support learning include developing a set of science lab instructions, reviewing a book, classifying species in a food web, creating a day in the life of an inspirational leader or for storytelling and language development. Comics can be emailed or printed for display on classroom walls.



There were 3 cows called Teinakore, maropai and Taomia. They found 27 bundles of hay. How many bundles of hay does each cow get?

$27 \div 3 = 9$   
bundles/cows Each bundle of hay each cow gets

$9 \times 3 = 27$