



JANUARY 09

VisionEd is World Vision's global education newsletter for teachers. This issue offers ideas for the classroom, inspiration from educator Steve Horne, a new look for this year's Famine, plus a feature on integrated learning. Integrated learning is at the heart of our new CD resources and workshops previewed on page 3. All the best for the term ahead.

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START THE TERM WITH A GLOBAL TWIST

Build a global focus into the start of the term with these ideas for the classroom.

Greetings from other places

Add a global focus to a unit about your school or community. Each day or week introduce a greeting from another culture. Start with countries your students have connections with and greetings they have heard. Then include others from the school and local community.

- Write each greeting on a label and link it to the country where it comes from on a map.
- Invite a visitor to teach their own greeting.
- Get senior students to teach greetings to younger classes.
- Organise groups of students to record interviews with people from their family or community sharing their greeting, what it means and where it's from.
- Present different greetings in syndicate or school assemblies.
- Look online for greetings but cross-check that they're accurate before using them. www.wikihow.com/Say-Hello-in-Different-Languages



Get connected

Write letters or postcards to your school's sponsored child, a child you know in another country or one you are learning about.

Begin the postcard with a greeting from the child's country. Write about where you live and your school. What would you like to know about their country? What might they like to know about living here?

Try the student-friendly World Vision websites listed below to learn about the lives of children in Malawi, India and Niger. Students can send online postcards that are displayed on the site.

To get the password to send postcards, please complete the school registration form and you'll receive this by email.

- | | |
|---------------------------------|--|
| Malawi Circle of Friends | www.worldvision.org.nz/circleoffriends |
| India Born to be Free | www.worldvision.org.nz/bornstofree |
| Niger Water Matters | www.worldvision.org.nz/watermatters |

Transport your students to another world

Use simulation games at the start of the year to develop group work skills and build team spirit. World Vision's simulation games provide authentic global scenarios where students can work together to make complex decisions within deadlines.



Decision-making in the Frontline simulation game

"They surprised me with their long, complex discussions and questioning. I had them form teams and then handed out a copy of the questions. They then discussed and decided. They debated their responses too. I could see the 'shock' on their faces when they had to make decisions they never thought they'd have to. It was a great eye-opening experience for them."

Teacher using simulation game

Free online simulations: www.worldvision.org.nz/education/games
Offline game packs \$50: www.worldvision.org.nz/educationshop

- Eliminate game (Child labour)
- EQ game (Natural disaster)
- Frontline game (Conflict Zone)



Track the news

Track the types of news that students access in their home so they're more aware before starting a media studies or current affairs unit. Use a tally chart to track the media type (radio, TV, web, print), the type of news (local, national, international), or the region covered (Pacific, Asia, industrialised countries, the rest of the world). Also note examples of news items on the chart.

WHY I LOVE BEING A GLOBAL EDUCATOR

Steve Horne, Associate Principal
Silverdale Normal School, Hamilton

Reading this column has made me realise that maybe I am a global educator... In August 2008 I travelled to Capetown, South Africa with a group of New Zealand teachers and a builder. We were returning to a refugee school, The Ark, that we first visited in 2007. At the heart of our trip was the vision of upskilling The Ark's untrained teachers and developing much-needed resources, including building an adventure playground for the children.

It was such an awesome, immensely satisfying but exhausting experience. For two weeks we ran workshops on classroom control, management, and story telling. We mentored the teachers, exposing them to best teacher practice on topics such as planning and relationships with the children. We appraised their performance and worked with them on a school development plan for the coming year.

Most importantly, we'll continue working with this same school for three to five years, building relationship and trust so we help to bring about long-term change. Since our first visit in 2007 their teaching has been transformed, with huge benefits for their students' learning.

I've learned a lot about social action in the process. The world is such a small place and anything is possible when you work together to make things happen. I'm utterly grateful for the wonderful opportunities I've had to participate in this life-changing experience.



Steve teaching students in The Ark school in South Africa.



www.rata.org.nz

For more information about RATA and 2009 trips to South Africa and Ghana, contact Glenys: glenys@rata.org.nz

TELL US YOUR STORY

Why do you love being a global educator?
Write to us at education.nz@worldvision.org.nz

FEATURE: LET'S INTEGRATE

Integrated learning provides an alternative approach to curriculum delivery many believe leads to better outcomes. Sharon Crosbie outlines what curriculum integration is, describes a range of integration models and lists some of the benefits.

Curriculum integration occurs when students experience and understand connections. As a result they see things holistically rather than in a disconnected way. While not exclusive to integrated learning programmes, the following features are present in them:

- Topics of learning have substance and significance
- Emphasis is on students seeing a purpose for, and connections in, what they learn
- Students and teachers are both excited as they develop big ideas together
- The learning process is active and participatory
- Real-to-student contexts help develop skills and knowledge
- Students' personal knowledge and experience is used to build on, and then extended further
- Learning is sustained rather than a series of one-off, unrelated lessons.

Integration can be defined in a number of ways. James Beane (1997) identifies four aspects of curriculum integration.

1. **Integration of experience** uses both past and new experiences to help students understand and solve new problems.
2. **Social integration** is based on personal and social issues that can be identified in, and developed from, the students' world. Social integration assists students to apply new ideas and understandings to their daily lives and to the lives of others.
3. **Integration of knowledge and skills** involves being aware of the 'big picture' of learning. When knowledge and skills are connected, rather than fragmented, students begin to see situations as real to themselves and the world they live in.
4. **Integration by curriculum design** occurs when students and teachers explore, gather, process, refine and present information about topics they wish to investigate without being constrained to a specific learning area.

For those interested in integrated learning, a philosophical shift from teacher-dominated to student-centred learning is necessary. This shift requires roles to be redefined. Teachers become facilitators, enabling their students to find the answers to their own questions. Students become active participants in the learning process. For curriculum integration to be implemented effectively this shift ideally needs to be adopted across the entire school.

Achieving this shift can be more challenging in the secondary school environment with traditional curriculum delivery based on a subject timetable and NCEA assessment requirements. However, encouragement for any teacher wanting to experience the benefits of curriculum integration is found in a continuum of approaches.

One model is to integrate within a subject. In the Social Sciences this is achieved through social inquiry, an integrated process for examining social issues, ideas and themes in the Social Sciences. By aligning subject-specific knowledge, processes and skills, connections are strengthened and exploration of them is encouraged. It becomes impossible to

Integrated learning



explore values without learning about the background of an issue; and unwise to examine social actions without understanding the beliefs and values that inform them or reflecting on what this means to us and society. The result is that students gain a deeper understanding about how societies operate and how they themselves can participate in society as critical, informed, and confident citizens.

At the other end of the continuum is a student-centred model of integration where no subject boundaries exist and students are actively involved in the process of curriculum design. They select an issue of interest to them and plan how, when, where and why they will pursue it. The teacher assists students to develop the content, knowledge and skills required to better understand the issue, in order to evaluate and propose appropriate solutions. Then students report findings that are meaningful to the context of their study to an audience

Other models can be found in between these opposites on the continuum of curriculum integration. Thematic studies that include a range of curriculum areas identify connections between existing subjects using a central theme or topic. Together, teachers plan subject-specific learning activities. This maximises opportunities for students to make connections across the curriculum, while at the same time allowing subject-specific knowledge and skills to be developed.

The New Zealand Curriculum identifies values and key competencies. These are not subject specific but rather help students learn how to learn. A collaborative decision to focus on a specific competency and/or value across all curriculum areas for a period of time, such as a term, is another model of integration. This avoids fragmented learning and increases student connections across the curriculum.

The New Zealand Curriculum challenges teachers and schools to rethink how they organise and manage the curriculum to achieve better learning outcomes. Curriculum integration is not a requirement for its implementation. Much depends on what teachers and schools believe makes teaching and learning effective. Those who see curriculum integration as a way to make a difference in both the teaching and learning process are already most of the way there.

So what difference does curriculum integration make? Teachers and schools who deliver the curriculum in this way describe many positives. Here are a few:

- Staff are more effective as they work together in a collegial, supportive and cooperative way; shared planning and preparation means more can be done in less time;
- Exploration of complex human issues, which rarely limit themselves to distinct subject areas, is possible;
- Broad topic approach employed by curriculum integration presupposes distinct subjects; however, it also shows how different subjects interconnect in the pursuit of particular questions which reflects the real world more accurately;
- More effective learning happens when connections are made between curriculum and subject areas;
- Improved classroom behaviour due to the high motivation, interest and involvement of students in their own learning.

References:

Beane, J. (1996). *Curriculum integration. Designing the core of democratic education*. New York and London: Teachers College Press, Columbia University.

Ministry of Education (2008). *Approaches to Social Inquiry*. Wellington: Learning Media Limited.

Ministry of Education. www.tki.org.nz/e/community/integration

NEW IN 2009

Integrated learning resources and workshops



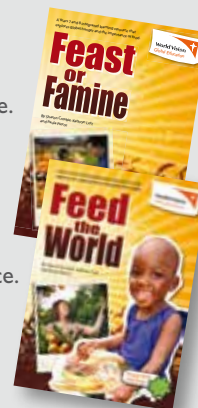
INTEGRATED UNIT CDS

These new units based on a cross-curricular theme are written by teachers for teachers. You can experience the benefits of integrated learning without having to start from scratch. The units align with *The New Zealand Curriculum* and come with a suggested learning sequence, teaching resources and student worksheets for each learning area. Introductory notes help schools get started and suggest ways to incorporate effective social action.

Available in March 09.

FEAST OR FAMINE CD (Years 7 and 8)
By Sharon Crosbie, Kathryn Lett and Paula Pierce.
In a world of plenty, why do so many people go hungry? Explore the answer to this and other questions about food and global hunger.

FEED THE WORLD CD (Years 9 and 10)
By Sharon Crosbie, Kathryn Lett and Paula Pierce.
The recent food crisis highlights issues about feeding the world both now and in the future. Is the global food supply sustainable and what will it take to make it so?



Watch your school's mail from February 20 for the integrated learning brochure with a CD order form or go to our homepage: www.worldvision.org.nz/education

LET'S INTEGRATE WORKSHOP

Give yourself a day out of the classroom to discover how integrated learning benefits both teachers and students. Learn about different models of integration and how they help meet both *The New Zealand Curriculum* requirements and students' learning needs. Take time to connect with other teachers and plan an integrated unit appropriate to your school. This workshop is designed for Years 7 to 10 teachers of all curriculum areas. Multiple registrations per school are encouraged.

Facilitator: Margaret Leamy

Cost: \$70 per person if two or more teachers attend, otherwise \$90. Lunch and refreshments provided.

Locations: Auckland (24 March), Tauranga (25 March), Hawkes Bay (31 March), Palmerston North (12 May), Wellington (13 May), Nelson (6 May) and Christchurch (5 May).

Watch your school's mail from February 20 for the integrated learning brochure with a workshop registration form or go to our homepage: www.worldvision.org.nz/education



AIDS POWERPOINT UPDATED

The *HIV and AIDS – a global emergency* PowerPoint CD has been revised to provide up-to-date statistics, graphs, maps, stories and information about the AIDS pandemic. The new edition comes with 13 pages of presenter notes that help explain HIV and AIDS; the global and local impact; the effect on children; and strategies for future hope. It is an excellent teaching tool for teachers of any subject studying the AIDS pandemic.



Previously released in 2003 as part of the *HIV/AIDS – a global challenge* NCEA Level 2 Geography folder, the updated CD and notes are now available as a stand alone resource. Schools with a Geography folder should check that the CD label is © 2008. If there's no date, it's the original 2003 edition.

Order below or online at: www.worldvision.org.nz/educationshop

RESPONSE COUPON

DON'T CUT IT – PHOTOCOPY IT!

January 09

| RESOURCES | Cost | Quantity | Code |
|---|------|----------|-------|
| <i>Eliminate Game Pack</i> | \$50 | | EG |
| <i>EQ Game Pack</i> | \$50 | | EQG |
| <i>Frontline Game Pack</i> | \$50 | | FG |
| <i>HIV and AIDS - a global emergency CD</i> | \$30 | | AGECD |

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- ADD my name to the *VisionEd* mailing list
- UPDATE my details on the mailing list
- DELETE my name from the mailing list

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- Email (include email address below) Post

NAME: _____

ROLE / POSITION: _____

CLASS LEVELS: _____

SCHOOL: _____

POSTAL ADDRESS: (work / home) _____

PHONE: () _____ FAX: () _____

EMAIL: _____

RETURN THIS COUPON TO:

World Vision Education Team, Private Bag 92078, Auckland 1142
Fax: 09 580 7799 Phone: 0800 800 776 Email: education.nz@worldvision.org.nz

40 HOUR FAMINE THANK-YOU

Last year, 118,000 Kiwis took part in the 40 Hour Famine and raised more than \$2.3 million. The money is being put to good use: building healthy homes in Honduras; bringing education to children working on rubbish dumps in Cambodia; and providing practical support and care for children left orphaned and vulnerable. World Vision would like to thank schools, teachers and students for their fantastic effort.

RAISING THE STAKES



Capturing the spirit that's at the heart of the Famine, students this year will be challenged to raise the stakes. The stakes have never been higher with the global food crisis causing hardship and hunger. Students will learn that they can make a real difference to fight poverty. Unleashing their creativity and fun, they'll be part of the best Famine ever.

Take a look at the Famine website and newsletter for new ways to get students involved. www.famine.org.nz

STUDENT LEADERSHIP COURSES

World Vision's leadership courses empower secondary students to become confident, connected and actively involved members of their local and global communities. Students hear presentations by inspirational speakers and participate in workshops on public speaking, leading a team, the media, and project management of a school-wide event like the 40 Hour Famine. Feedback from both participants and teachers has been overwhelmingly positive.

Places are limited to three Year 12 or 13 students per school.

Register your school by February 20 for March 2009.

Locations: Northland, Auckland, Taupo, Waikanae, Christchurch, Southland/Otago.

www.famine.org.nz/images/40HrFamineSLCBrochure.pdf

Project Management Training - NEW

Project management is an essential skill for many jobs. In this half-day, interactive session, Robyn Pagonis will introduce the project management cycle with universal techniques such as scoping a project, roles and responsibilities, activity management and communication planning. Students will apply their new-found skills to a project of their choice. Robyn (Element Consulting) has 20 years corporate experience in Australia and New Zealand.

Want to find out more?

Contact your local World Vision School Rep about the 40 Hour Famine and student leadership courses:

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|-----------------------|------------------------|-------------|
| Claire Keenan | Auckland/Northland | 021 887 148 |
| Leah Oram | South Auckland/Waikato | 021 609 953 |
| Michelle White | Lower North Island | 021 609 665 |
| Alice Banfield | South Island | 021 642 485 |