



# Dig deep

Virtual field trip teacher Shelley Hersey visits Wellington's Memorial Park underpass construction site. Field trips connect students with big ideas around citizenship, heritage and transport.



## Virtual field trips to Wellington and Auckland road projects give students rich and engaging experiences.

November's virtual field trip to the National Memorial Park and underpass was the first of four leading up to Anzac Day 2015, when the National Memorial Park will host events marking the centenary of the Gallipoli landings.

Students can also join four virtual field trips heading underground in Auckland. They will meet Alice the giant tunnel boring machine, as she chews through 2.5km of rock in each direction for twin motorway tunnels in the Waterview Connection project.

Experienced teachers Shelley Hersey and Andrew Penny will lead the field trips. Live audioconferences with experts, videos, photos and learning activities are all provided.

### First trip supported student literacy

The first Memorial Park virtual field trip helped teacher Katrina Laurie support her year 2-4 students' oral literacy as they discussed the project and worked on creating rich, open-ended questions to put to the engineers on site.

The Clifton Terrace Model School teacher says her class enjoyed several other virtual field trips over the year.

'They've developed skill at writing and taking notes and listening at the same time, which is quite a high level set of skills and these are year 2-4s doing this. I've seen such a transformation over the year.'

She says student engagement was high during the Memorial Park trip, with achievement across learning areas. The trip provided context for students to improve their speaking, reading, writing and numeracy while exploring concepts within social sciences, earth sciences and technology.

Next trips: Memorial Park 13-15 May.  
Waterview Connection 26-28 August.



FOR MORE INFORMATION on free virtual field trips go to [education.nzta.govt.nz/field-trips](https://education.nzta.govt.nz/field-trips)



## NCEA STUDENTS CREATE ROAD SAFETY WEBSITES

Several students said their time and effort designing websites helped reinforce what they learned from researching road safety.

### Digital technologies assessment resource is available online. Read how Lincoln High School students put it through its paces.

Students achieved NCEA level 1 credits by creating websites aimed at informing teenagers and children about staying safe on the roads.

Members of the year 11 class say it was a challenge to use design and function effectively to communicate their messages. Design needed more thought than just running with what looked pretty.

'I took my website's purpose and brainstormed all the things it related to, until I found one I thought would work as a design theme,' says one student.

They were very enthusiastic and fully engaged. They were interested in each other's websites and commenting, giving feedback on the content in relation to target audiences.

CHRISTINE HAMILTON  
Lincoln High School

### Here's how teacher Christine Hamilton supported her students:

- Downloaded the NZ Transport Agency QAAM certified Level 1 digital technologies assessment resource from: [education.nzta.govt.nz/resources/secondary](http://education.nzta.govt.nz/resources/secondary).
- Adapted the resource to create a teaching plan that used achievement standards 91046 and 91073 for assessment.
- Took students through a technology practice process including brief development, meeting stakeholders, concept design and website development.

Students chose their concept and their target audience.

'They owned it, they were more enthusiastic about it, rather than if I had said we're all going to do this one topic,' says Christine.

Stakeholders who met the class included web developers Paul Hutton and Melissa Fenwick, and Carolyn Bennison, youth road safety advisor at Selwyn District Council.

'I showed them the various media used to promote road safety messages, and why it is important to know your target audience and how to best reach it,' says Carolyn.

## KIA PAI TŌ HAERE IS A FLEXIBLE CURRICULUM RESOURCE FOR MĀORI-MEDIUM KURA AND CLASSROOMS

This resource provides guidance for kaiako planning contextualised learning. It is based on a kaupapa that keeping whānau safe on a journey is everyone's work.

The resource is designed using SOLO Taxonomy, Te Marautanga o Aotearoa and Te Aho Matua. It is written by experienced educators Maria Sheridan and Ruth Tate in consultation with Pam Hook.

The resource develops, connects and extends student understanding so that they can create actions (or resources) that will help keep our people safe on a journey within the wider road network.

Learning areas: Te Reo Māori, Pāngarau (Maths), Pūtaiao (Science), Hangarau (Technology), Tikanga-ā-Iwi (Social Sciences), Ngā Toi (Arts), and Hauora (Health). Levels 1 to 4.

Freely available to download, modify and use: [education.nzta.govt.nz/resources/primary](http://education.nzta.govt.nz/resources/primary)

**Kei te katoa te kawenga  
kia noho haumaruru te  
whānau i runga i tētahi  
haerenga.**

## Maths resource wins award

Wellington College mathematics teacher Sarah Howell is the joint winner of the Ernest Duncan Teaching Award for her maths resources published online at the NZ Transport Agency.

The award is given by the New Zealand Association of Maths Teachers for effective resources for teaching maths in primary or secondary classes.

Sarah won for her work on the resource, How far until it stops? In this unit, students use the statistical enquiry cycle to carry out a comparative investigation of vehicle stopping distances under different conditions. It includes a multivariate data set.

The resource is freely available online: [education.nzta.govt.nz/resources/secondary/mathematics](http://education.nzta.govt.nz/resources/secondary/mathematics)

## New secondary English resources

Two new secondary English curriculum resources are available for teachers wanting students to engage with critical issues in their own lives, while exploring and creating texts.

The two resources can be freely downloaded from the NZ Transport Agency education website. Both units are written by educator Karen Melhuish Spencer, and both were trialled with teachers and students during development.

The two units are:

- Year 9-10 Safer roads: How can adverts make us think 'people', not 'cars'?
- Year 11 (NCEA level 1) The road not taken, supports internal assessment for Achievement Standard 1.4 (AS 90052).

### Year 9-10 People not cars

Karen says this unit offers a choice of ready-made pathways for students, based on their own journeys and local communities. Using a blend of drama, digital technologies, discussion and multimedia, students are invited to explore persuasive texts and consider what it means to travel safely.

Learning includes critical thinking and exploration of values as students question how our decisions impact on others.

Avalon Retter, HOD English at Aotea College:

'Students were engaged in the activity as it did relate directly to them. They liked the idea that I was intending to send the letters on. I have given copies ... to the BOT, as they are working with the council on improving safety around the college - good timing!'

### NCEA Level 1 The road not taken

'Writing about what you know is often where we encourage young writers to begin. This NZQA-moderated task scaffolds students at NCEA Level 1 to explore a varied selection of texts that explore the implications of choices that we make,' says Karen.

The resource carries the Quality Assured Assessment Materials trademark and meets the requirements of the achievement standard. While road safety is the context, the unit takes a broader view, inviting students to discuss and explore their own ideas about actions and consequences as a platform for creative writing. Each task offers choices and different pathways for engagement.

Karen says this unit would dovetail well with a wider thematic programme exploring issues related to young people, peer pressure and being part of a community.

Download the English resources:  
[education.nzta.govt.nz/resources/secondary/english](http://education.nzta.govt.nz/resources/secondary/english)



# Supporting the work of school community officers

Roly Hermans is part of a small team at Police National Headquarters in Wellington who support the 120 school community officers nationwide to provide an effective service for school communities.

Roly used to be a uniformed police education officer in Wellington for 14 years before he pursued a career in the education sector. He is now back working for the NZ Police, where his previous experience is proving very useful as he helps manage a change process for school community officers.

'When I was a police education officer, my focus was primarily on education in the classroom,' says Roly.

'But with a change of role and title, school community officers are now able to do much more than classroom

education. Increasingly, officers can support the culture and practices of the whole school community to prevent crime and crashes.'

While supporting classroom learning still remains a vital part of the school community officer's role, Roly is helping to increase their effectiveness in building constructive relationships with teachers, school leaders, parents and community organisations.

'My aim is for school community officers to see themselves as part of a climate of change in which road safety becomes integrated into the culture of schools. Where that happens, you'll see that road safety includes not only what the students are learning, but also what the students, staff, parents and wider community are all actually doing to support that culture.'



Roly Hermans

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Roly Hermans, NZ Police Adviser: Schools

'I believe school community officers are the most significant contributors to the Police's 'Prevention First' strategy because everything they do is prevention,' says Roly, 'And where better to do prevention than in schools?'

## ROAD MAP

The road map booklet is available as a PDF for primary schools (in English and te reo Māori) and for secondary schools. Click the quick link on the Education Portal home page.



## SCHOOL TRAFFIC SAFETY TEAMS MANUAL

Teachers in charge of organising school patrols for 2014 can download this comprehensive manual designed for use in conjunction with the police training programme.

Look online under resources/school ethos and organisation.



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 [pinterest.com/nzta](http://pinterest.com/nzta)

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