NZCER Press is the publishing arm of the New Zealand Council for Educational Research (NZCER), an independent research organisation established in 1934. We publish research-based books and journals for teachers and school leaders, as well as a range of assessment tools for use in schools.

Resources for Teachers 2014

Recent titles

Key competencies for the future
Rosemary Hipkins, Rachel Bolstad, Sally Boyd, and Sue McDowall

This book is an exhilarating journey into the set of ideas known as the key competencies. The authors employ creative zeal and the collective wisdom of more than a decade of research on the subject as they dig deep into what the key competencies mean and their purpose within the New Zealand Curriculum. They lay out rich new possibilities for educators to explore in their own work.

The multifaceted nature of each key competency goes under the spotlight and the authors also use them as a stepping-off point for conversations about how students learn and the future of schooling. Throughout they draw on actual examples from inspiring teachers in New Zealand schools.

This very readable book is for teachers and school leaders wanting to get to a deeper understanding of the complexities of the key competencies and their potential to bring about real change. It’s also for anyone interested in wrestling with why education needs transformative change.

The authors are a small team of researchers at the New Zealand Council for Educational Research (NZCER), who used a creative inquiry process to bring together this ground-breaking work.

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<thead>
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<th>$39.95 incl GST</th>
<th>PRIMARY</th>
</tr>
</thead>
</table>

Te Kotahitanga
Towards effective education reform for indigenous and other minoritised students
Russell Bishop, Mere Berryman, and Janice Wearmouth

This is the inside story of indigenous education success. Te Kotahitanga has developed into a theory-based reform programme that has made a positive difference to the educational experience and achievement of Māori students in mainstream secondary schools in Aotearoa New Zealand. Drawing on case studies from three schools, this book explores the changes to classroom pedagogy that focus on teacher-student relationships of care and respect and being responsive to the students’ culture. It also highlights the vital role of school leadership.

It is essential reading for anyone interested in reforming mainstream schools so that quality education and equity is available for all students, especially those who have been historically marginalised.

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<th>$44.95 incl GST</th>
<th>PRIMARY</th>
</tr>
</thead>
</table>
Recent titles

**History Matters 2**
A handbook for teaching and learning how to think historically
Martyn Davison, Paul Enright, and Mark Sheehan

This book builds on the success of the first volume of *History Matters* published in 2012. It aims to help teachers in the secondary social sciences community to teach young people to think critically about the past. It has a practical dimension that, while informed by the international research, draws extensively on a recent New Zealand study of how young people learn to think historically. Written by two highly regarded history/social studies teachers and a researcher in history education, *History Matters 2* provides advice and guidance to teachers in the social sciences when they approach the historical component in their courses. As well as discussing New Zealand-based research findings it provides suggested classroom tasks/activities and case studies of how historical thinking can be implemented in teaching programmes.

AVAILABLE 9 JUNE
NZCER Press 2014 ISBN 978-927231-07-4 $44.95 incl GST SECONDARY

**Key competencies, assessment and learning stories**
Talking with teachers and students
Workbook and DVD
Keryn Davis, Jocelyn Wright, Margaret Carr, and Sally Peters

This resource was developed in response to strong interest from schools in the use of Learning Stories. It is designed to answer some common questions from teachers about the assessment of key competencies in *The New Zealand Curriculum*.

A key competency is complex. It includes social, emotional, cognitive and cultural aspects, and is usually embedded in the teaching and learning of a subject area.

The resource includes a DVD in which teachers and students at a number of schools in Christchurch talk about their ideas and experiences as they explore different assessment approaches. These teachers were looking for an approach that would capture the complexity of Learning Stories, suggest the next step in the learning, include students, and be of interest to families.

The resource workbook sets out five workshops to encourage more teachers to do more talking and take action.

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**Understanding NCEA (2nd edition)**
A relatively short and very useful guide for secondary students and their parents
Irena Madjar and Elizabeth McKinley
Starpath Project for Tertiary Participation and Success

The newest edition of *Understanding NCEA* is a must-read for all secondary school leaders, students and parents.

Since the publication of the first edition in 2011, there have been some big changes to NCEA level requirements, including those related to numeracy and literacy and the University Entrance requirements. Don't get left in the dark.

This second edition explains in plain language just how NCEA works and the updates to it – everything from standards, levels, and credits to subject choice. It includes stories drawn from the real-life experiences of more than 100 students who have navigated various NCEA pathways.

This book will help students make the best possible subject choices, avoid potential pitfalls and successfully prepare for further education or training. There's also a chapter specifically for parents, with the information they need to support their children through NCEA.

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Connecting Curriculum, Linking Learning
By Deborah Fraser, Viv Aitken, and Barbara Whyte

Teachers and principals know that students learn best when involved, challenged and inspired. An integrated curriculum offers teachers the tools to engage, extend and enthuse students. *Connecting Curriculum, Linking Learning* bridges the gap in the literature on curriculum integration. Based on current New Zealand classroom research, this book provides vivid portraits of teachers’ practice, and reveals the strengths and challenges of an integrated approach. Some of the chapters focus on drama as inquiry and all include a range of other curriculum areas, reflecting the ethos of the New Zealand curriculum. This book is a timely antidote to the current climate of performativity and standards based achievement. It offers a range of ways to enhance learning through creative and engaging approaches to curriculum.
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<th>Author(S)</th>
<th>ISBN</th>
<th>Price</th>
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<tbody>
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<th>School pack (includes set, Assessment Matters and Curriculum Matters) (Online Only)</th>
</tr>
</thead>
<tbody>
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<td>Band A $340</td>
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Designed for Year 4-10 students, the tests assess student ability to recognise and use grammar and punctuation – not in a prescriptive way but in context and to aid meaning.

**PAT: Punctuation and Grammar** is:
- in multiple-choice format
- aligned with the Literacy Learning Progressions
- able to be reported using scale scores or stanines
- able to be marked by the NZCER Marking Service or hand-marked.

A key feature of the new test is the information provided about next steps in the Teacher Manual.

For more information visit http://www.nzcer.org.nz/tests/pat-punctuation-and-grammar

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NZCER Smart Writer is a fun, interactive online learning tool for writers of all ages and stages. NZCER has developed it for the New Zealand context from the award-winning MY Access!® instructional writing programme.

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Who is Smart Writer for?

NZCER Smart Writer is suitable for a wide range of writers from Year 5 to adult. Potential uses include:
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- Secondary school— for extension and self-directed student support
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Smart Writer in the classroom

Smart Writer complements the NZ Curriculum documents, including the Literacy Learning Progressions and the writing standards. The key concepts covered are compatible with the curriculum documents and with assessment tools such as e-asTTle Writing.

Subscription costs

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<td>Name or position</td>
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<td>Organisation</td>
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<tr>
<td><strong>TITLE</strong></td>
<td><strong>PRICE</strong></td>
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