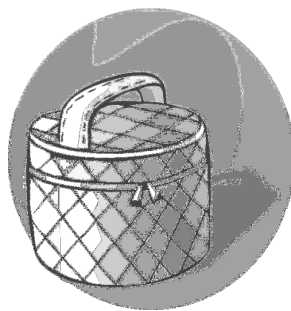


# **Do Less**

# **Do It Better**

**J. Pope**

**K. Gillon**





Do Less. Do It Better

Copyright © 2009 by J. Pope and K. Gillon

All rights reserved

No part of this book may be reproduced or transmitted in any form or by  
any means without written permission of the authors

Hatbox Publications

**ISBN 978-0-473-14956-7**

## **Do Less. Do It Better**

*"Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning. This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. It also means that when curriculum coverage and student understanding are in competition, the teacher may decide to cover less but cover it in greater depth."*

**New Zealand Curriculum, p. 34, "Effective Pedagogy"**



# Table of Contents

Introduction p7

## **PART ONE**

### **Chapter 1**

#### **Classroom Management and Student Engagement p12**

Difficult students p13

Difficult classes p21

Group work p24

Differentiation p29

Humour and jokes p31

Teacher dress p33

ESOL p33

Boys and girls p35

Maori and Pasifika p38

### **Chapter 2**

#### **Administration Matters p42**

The roll p43

Parents p45

Co-curricular p51

Duty p53

Reports and testimonials p54

Booking rooms p55

ERO p57

BOT p58

Unions p58

### **Chapter 3**

#### **Lesson Planning p59**

#### **Lesson pre-planning p60**

The Four Part lesson plan p62

Transitions p66

Homework p68

Last period p70

The Six Step method of planning p71

### **Chapter 4**

#### **Classroom Environment p72**

Seating p73

Light and heat p75

Displays p75

Whiteboards p78

Cleaning p80

### **Chapter 5**

#### **Staff on the Margins p82**

Specialist Classroom Teacher p83

Overseas trained teachers p84

Student teachers p86

Relief teachers p89

Support Staff p90

Job seekers p92

### **Chapter 6**

#### **Sanity p93**

10 Time saving tips p94

Affirmation p100

Spending your money p100

Tidying your classroom p101

Sleeping p101

Food p101

Colleagues p102

Family members p102

The general public p102

Staff farewells p103

## **PART TWO**

### **Chapter 7**

#### **Authentic Learning p105**

News p106

Guest speakers p110

Community resources p113

Documentaries p114  
Careers p118  
Future Focus p118  
Teachers' own skills/experience p119

## **Chapter 8**

### **12 Cerebral Techniques for a Brain**

#### **Friendly Classroom p121**

Environment p122  
Visual tools p122  
Mnemonic devices p124  
Metaphors p125  
Manipulatives p126  
Story telling p127  
Movement p128  
Writing-to-learn p132  
Music p134  
Art p135  
Field trips p137  
Web 2.0 p139

## **Chapter 9**

#### **Using a Textbook p141**

Textbooks or not p142  
Reading for engagement p142  
Summarising p143  
Skimming and scanning p143  
Keeping track of textbooks p144  
Write-on workbooks p145

## **Chapter 10**

#### **Marking and Assessment p146**

Marking during class time p147  
Strip marking p147  
Peer and self marking p147  
Marking rubrics p148  
The power of student feedback p149  
The power of teacher feedback p150  
Using word processing p151

Sit and mark p152  
Processing the marking p153  
Fast turnaround p153  
Don't mark everything p154  
Mark with a colleague p155  
NCEA marking p155

## **Chapter 11**

#### **Critical Thinking Skills p156**

What is critical thinking? P157  
Questioning p157  
Research/project based learning p162  
Rich Tasks p168  
Deep /Surface learning p171

## **Chapter 12**

#### **Web 2.0 p174**

What is Web 2.0? p175  
Wikis p178  
Blogging p178  
Podcasting p179  
Second Life p180  
Voice Thread p182  
Delicious p183  
Apture p183  
Flick'r p184  
Gabcast p184  
Wordle p185  
Tikatok p185

## **Chapter 13**

#### **Hands On p188**

#### **101 Practical Ideas p189**

#### **Appendix A**

#### **Mostly Templates p251**

#### **Useful Contacts p282**

#### **Appendix B**

#### **Planning with the NZC p287**

#### **Bibliography p299**

#### **Index p301**

# Introduction

This book is framed by the New Zealand Curriculum.

There are two parts to this book. Part One covers all the “nuts and bolts” of teaching, which if you do not have, will cause your carefully planned teaching programme to fall apart and ruin your relationship with your students. It is about meeting the integral needs of teaching and learning – safety, belonging and esteem.

Just as Maslow’s hierarchy requires these fundamentals be fulfilled before one can move on to the higher levels, so in teaching those deficiency needs must be met before you, and your students, can become the best that is possible in the classroom setting. Part One gives the advice, support and practical ideas needed for all stakeholders to feel secure, settled and valued in school.

Part Two is for all teachers who want to move their teaching from good to great through the medium of the new curriculum. The New Zealand Curriculum offers challenges for us all. It presents a new way of thinking about learning. It is a curriculum where questions are more important than answers, where individuality is valued above compliance, where apathy is replaced by engagement, where passion is more important than procedures, and where creativity is honoured. In this section of the book, we move away from practical classroom organisation and management to a focus on the big ideas, rich tasks, higher-level thinking and deep learning as advocated in the curriculum.

In Part Two of this book, we encourage you to take up the challenge of the new curriculum and to realise your own gifts and talents as an educator - and in turn release the gifts and talents of your students. All the research points to the need for a major shift in the nature of education, and particularly to a change in our secondary schools. There is no justification in just "carrying on" with our old curriculum, with a few values and competencies thrown in. There is no point in simply rearranging the desks on the Titanic.

This is why all secondary school teachers need this book.

**'Do Less. Do It Better'** is our philosophy for teaching in the 21<sup>st</sup> century. No longer do we need students to learn tomes of facts to be regurgitated at the first examinable opportunity. No longer do we need to demand absolute silence while students work on monotonous exercises. No longer do we need to shunt students from class to class for hour-long periods of lecturing. No longer is coverage more important than understanding. As Howard Gardner (1993) has stated, we have **"got to do fewer things in school ... You've got to take enough time to get kids deeply involved in something so they can think about it in lots of different ways and apply it."**

In other words, our teaching needs to slow down. Our students need to slow down. As excellent teachers, we must work at a deeper, more imaginative level, encouraging our young people, and ourselves, to reflect, to collaborate and to create. Only by doing this, can we nurture those habits of mind that will produce the thinking, empathetic, global citizens this century needs. To paraphrase the futurist Ian Jukes, we need to prepare students for *their* future, not *our* past.

As great teachers, our pedagogy must involve careful planning, deep thinking, collaboration and conversation with all stakeholders. Be aware that a complexity and 'messiness' will grow the nearer one gets to actually relating the planning to classroom practice. But this is OK - great learning and quality teaching is often messy, organic and intuitive.

In this book you will find a host of practical, exciting and yes, at times, messy ways to enable you to realise, through excellent teaching, the values and principles and competencies of the New Zealand Curriculum.

By using these ideas and the accompanying principles of pedagogy, you will enable your students to engage with their learning and love their subject. You will develop in students the life-long love of learning that is seriously needed in our world.

Further, in the deep thinking, nurturing classroom environment we advocate, your students will be able to find their personal voice. And you will find your voice too. You will become a great teacher.

It is sad to think of the many good teachers who have lost the drive to be excellent. A crowded curriculum, an exam-driven school culture, along with an apathetic and disengaged clientele have crushed many. Even sadder, is that for every teacher who feels defeated by the system, there is an exponential number of students who similarly fail to reach their potential. So many young lives, and so much talent, have been wasted. Bored, offended, angry and frustrated, too many of our students have left secondary school to become further subscribers to the negative societal disorders of our country.

But now, through the new curriculum, teachers have been given ***permission*** to bring about changes to make commonplace in our schools a love of learning and a realisation that real learning is passionate learning. Teachers have permission to reach their own potential as communicators, experimenters, and exemplary promoters of selfhood. This book, and its accompanying website, will support you all the way.

It is a confusing, ambiguous and complex task before us. But the future is here.

**Jenny Pope**

**Kirsty Gillon**