

research  **ED**
 Auckland 2018

WORKING OUT WHAT WORKS

Saturday, 2 June 2018

Auckland Grammar School

Centennial Theatre

55 Mountain Road

Epsom

Auckland 1023

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**THE
NEW ZEALAND
INITIATIVE**

ORDER OF THE DAY

9:00-9:15	Registration - Theatre Foyer	
9:15-10:00	Welcome - Theatre	
10:00-10:40	Session 1	p. 6
10:50-11:30	Session 2	p. 8
11:40-12:20	Session 3 - Keynote - Theatre	p. 10
12:20-1:00	Lunch	
1:00-1:40	Session 4	p. 8
1:50-2:30	Session 5	p. 12
2:30-2:50	Break	
2:50-3:50	Session 6 - Panel - Theatre	p. 14
3:50-4:00	Closing	

T = Centennial Theatre

 **#rEDAuck**
@researchEDNZ

OUR AIMS & VALUES

1. To **raise the research literacy of educators**, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter.
2. To **bring together as many parties affected by educational research** - e.g. teachers, academics, researchers, policy makers, teacher-trainers - in order to establish healthy relationships where field-specific expertise is pooled usefully.
3. To **promote collaboration between research-users and research-creators** so that educators become more involved in the questions posed for research to answer, the data generated in that process, and in the consideration of the meaning of that data.
4. To **help educators become as aware as possible of significant obstacles** - e.g. biases - in their own understanding of learning and education, and to locate the best methods of empirical enquiry and analysis in those fields.
5. To **promote, where possible, research of any discipline** that has been shown to have significant evidence of impact in education, and to challenge research that lacks integrity, or has been shown to be based on doubtful methodologies.
6. To **explore 'what works' in the field of education**, to explore what the concepts contained in that statement might mean, and to consider the limitations of scientific enquiry in this area as well as the opportunities.

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WELCOME

It's an honour and a privilege to be invited to New Zealand to join so many of our colleagues and friends. A researchED conference is an attempt to help educators to re-connect (or sometimes connect!) with evidence bases that can inform and help guide us to do what is best in education. It's a community of volunteers driven by one simple question: how can we work out what works, and when, and why? For too long teaching has been at the mercy of gatekeepers, ideologues, snake-oil salespeople and commercial or vested interests. It's time to move on from that and start to deliver a truly 21st century education for all.

Good luck today. See as many sessions as your head can manage; listen, speak, ask questions, make connections, and above all, enjoy yourself.



I hope to see you around!

Tom Bennett, Founder
www.researchED.org.uk

Welcome to Auckland Grammar School and to this researchEd New Zealand based conference.

Auckland Grammar School is pleased to be able to support both researchEd and the New Zealand Initiative in making this conference available to delegates. They are to be commended for leading purposeful educational debate, as this is essential to the development of high quality education throughout our country.

One of the essential duties Schools like ours have is to teach specific subject content and skills to extend a student's knowledge within specific and defined domains. Using research and data to inform and support effective teaching remains key to maintaining rigour in assessment and curriculum practices.

We welcome speakers, researchers and delegates to this conference so that we can work together to better teaching and learning practices that do not shy away from the understanding that students firstly need a strong body of knowledge before they can think, collaborate and problem solve.



Tim O'Connor

Headmaster

Auckland Grammar School

E1 Turning the tanker: A case study in how to rescue an academic programme

Benjamin Evans

Education is a business more susceptible than most to fads, gimmicks, and the influence of those purveyors of snake oil. Using my current School as a case study, I will present our 'three year plan' of academic and systemic improvement, now that we have reached the mid-point of 'year three'. At the beginning of 2016, we undertook to cleanse ourselves of those recently-introduced edu-initiatives that served to hold back the intellectual development of our boys. We have re-introduced an academic management hierarchy, replaced a fragmented curriculum with an overhauled common core, re-introduced examinations, placed an emphasis on extension (not acceleration) and changed our philosophy of teacher recruitment. This talk will focus on the highs, lows and key challenges faced when attempting to make Adelaide great again.

E2 A classroom teacher perspective: Evidence into practice

Derek Hopper, Keith Cave, Chris Jenkins, Chris Townshend

In New Zealand, educational thinking is dominated by several paradigms: the progressive student-engagement model, the knowledge-lite 21st Century skills movement and culturalism. The reading scores of our 15 year olds are declining, their maths and science achievement is in accelerated decline, and the underachievement gap for Māori has not narrowed significantly despite intensive effort. The adoption of a scientific rather than ideological perspective in NZ education is long overdue. Hear the journey of four classroom teachers endeavouring to revolutionise their practice and the achievement of their students with evidence from cognitive science and quantitative educational research.

E3 Starpath

Melinda Webber

Starpath Phase Three set out to work with nine schools in Auckland and Northland to investigate an enduring problem of practice: what will enable significantly more Māori and Pasifika students from low socio-economic schools to achieve UE that allows progression into degree-level study? Starpath encouraged schools to collect and use a wide range of data to: set high goals (targets) for individual students and groups of students; determine the curriculum content (and

rigor) the students were getting; monitor students' progress allowing for timely intervention; and inquire into teacher and school practice. However, the conversion of UE targets into the strategies required to achieve the targets proved far more difficult. In particular, many schools did not know how to scaffold student learning to reach these targets or design school-wide acceleration programs to lift Māori and Pasifika student achievement of UE. Ensuring Māori and Pasifika students attain the UE Award can only be realised if the structural barriers (such as course design) are removed, and pedagogical practices are made more responsive to identified students' needs. Our findings show that school improvement is complex at the best of times and the deeper the educational issue, such as the redistribution of opportunity and success, the more difficult it appears to be to make lasting change.

Seven Myths, Two Fallacies, and Six Recommendations for Effective Classroom Teaching: Which Edu-Theories should we Listen to?

John ETTY

As the title of this session suggests, the presentation refers to recent work by educational researchers and writers, whose insights might clarify which dimensions of classroom teaching should be teachers' main focuses. The presentation will begin with the 'Seven Myths' of modern western education, outlining the main arguments against certain trends in education discourse highlighted and debunked by Daisy Christodoulou [2013]. Christodoulou's arguments are not well-known in NZ, but they have a particular relevance to the educational debate in this country.

The 'Two Fallacies' referred to in the title are learning styles and learning pyramids. Belief in these ideas is still widespread, but this presentation will draw on recent research from cognitive science to demonstrate that they do not deserve our attention, despite the faith many have placed in them.

Finally, the session will draw on the conclusions of Carl Hendrick and Robin MacPherson, whose 'What Does This Look Like in the Classroom?' [2017] ends with six recommendations for effective classroom teaching that are drawn from educational research and cognitive science. Hendrick and MacPherson's work is not widely known in NZ and this session will attempt to draw attention to their highly important research summaries.

E4

SESSION 2 – 10:50-11:30

E1

Evidence-informed behaviour: Lessons from the best UK schools

Tom Bennett

Behaviour is one of the important factors in the success of students and staff, at a classroom and whole-school level. Yet in many school systems around the world, teachers frequently receive next to no formal training in this area, and school leaders often less. In this session, Tom Bennett summarises the findings of his latest report for the UK government into what makes an effective behaviour system, and how the best teachers and leaders created cultures where everyone had the best chance to flourish- as scholars and human beings. This session is aimed at educators of all levels, and seeks to explore how sharing what we do know about student behaviour can transform schools.

E2

The role of cognitive automaticity in mathematics learning: Implications for NCEA

Michael Johnston

Cognitive psychology is the science of human information processing, including the study of memory systems and attention. As such, it has a great deal to contribute to educational practice and pedagogy, and yet the work of cognitive psychologists is seldom referred to by educational theorists and neither does it often appear to underpin the way in which teachers approach their practice. An important distinction is made by cognitive psychologists in relation to human information processes, between those that are effortful and demanding of attention and working memory resources, and those that are automatic, taking place with little or no effort or requirement for attention. Processes that are initially demanding of cognitive resources tend to become less so with practice and, with sufficient practice, can sometimes become entirely automatic. In this session, the implications of cognitive automaticity for learning and pedagogy will be discussed, with a particular focus on course design and assessment for mathematics under the National Certificate of Educational Achievement (NCEA). It will be argued that typical current practice does not serve the sound learning of mathematics. In particular, mathematical concepts are often not learned to a level of automaticity sufficient to serve long-term progress in the discipline.

SESSION 2 – 10:50-11:30

E3

A tale of teaching secondary school chemistry towards two different qualifications: Comparison of NCEA and International Baccalaureate (IB) Diploma

Michelle Tewkesbury

Arguably, the broad scope of different secondary school chemistry curricula are similar. However, the NCEA and IB Diploma qualifications are structurally very different from each other, and so invited comparison. While the achievement standard structure of the NCEA invites flexibility in course design and credit accumulation, the IB Diploma requires candidates to complete all components of the programme for award of that qualification. So, what do teachers have to say about teaching chemistry in such different qualification frameworks?

Teachers in three case schools in New Zealand were interviewed as part of this research. Evidently, participant teachers had a lot to say about the NCEA. They talked about the achievement standard structure and modes of assessment of the NCEA having complex and profound effects on the taught curriculum. Teachers in this study expressed misgivings about the NCEA courses they were teaching. They articulated concerns about over-assessment, with trends in recent years of increasing levels of internal assessment, and they also talked about students being focused on credit accumulation, rather than on learning. In the context of the imminent government review of the NCEA, these teachers' perspectives should be heard.

How reading and writing make you smarter: The importance of a successful early start in literacy and how best to achieve that

Tom Nicholson

Literacy is a protective factor that enables us to achieve a better quality of life. If you get off to a quick start in reading and writing in Year 1 compared with your classmates, you are likely to be higher than them in Year 11 as well and more likely to have established a lifelong habit of reading. There are also long-term benefits to literacy. Adults with higher levels of literacy are more likely to have better jobs, higher levels of pay and employment, better health, better housing conditions, better educational achievement, and have less involvement with crime. How do you help your child to achieve this? The home literacy environment and early instruction at school are critical drivers of success. For many students the current whole language approach works well but at least one in five children do not do well and for some minority groups the situation is much worse, for example, only half of Pacific Island children are writing at expected levels for their age. Phonics instruction in reading and a strategic approach to writing, combined with the whole language emphasis on reading books is a research-based solution but it requires political will to make it happen.

E4

SESSION 3 – 11:40-12:20

T **Keynote: The evidence-informed school**

Katharine Moana Birbalsingh

LUNCH – 12:20-1:00

SESSION 4 – 1:00-1:40

E1 **Bridging the research-practice divide: How schools can make more effective use of research and evidence**

Nina Hood and Sarah Mayo

The gap between research and practice in education is well established. There is an apparent abundance of knowledge, developed by both researchers and practitioners, however, too little of this knowledge is routinely finding its way into the classroom or leading to changes in practice. This session will explore the challenges facing research and evidence use in education as well as presenting empirical research from the New Zealand context that demonstrates how teachers are (or are not) engaging with and utilising research in their practice.

The session will further explore a series of principles that educators and schools can employ to support more effective use of research and evidence. We will draw on our work with The Education Hub, a not-for-profit with a mission to foster innovation and improvement in schools by bridging the gap between research and practice, to offer tangible strategies for supporting teachers to engage with and interrogate evidence and research, how to assimilate and interpret it in their individual contexts, and how to navigate new knowledge, which may not fit with their current working theories and beliefs. This will also include how teachers can use evidence to inform decision-making and to spark change and improvement in their teaching practice.

E2 **A new Aotearoa N.Z. curriculum teaching many of our historical warts and the Treaty for all level educators in action.**

Tamsin Hanly

In my session I would like to share about a new Curriculum Programme Resource (CPR) I have developed that takes Aotearoa's unique histories and consciously unpacks as many warts as possible and the two Treaty texts, for all level

SESSION 4 – 1:00-1:40

educators, with critical and decolonised teaching pedagogies to meet 21st C student needs in action. The CPR consists of 6 books covering periods from the Māori origin story to the 2000s. It is a beginner's guide for all ethnicities to read and potentially teach all ethnicities this nation's updated accurate histories in a more informed manner based on authoritative evidence and research.

The tyranny of summative assessment in the NCEA English classroom: How standards-based teaching impacts teaching & learning

Taylor Hughson and Sonya Clark

The internal assessment component of NCEA has been lauded for its "liberating potential" (Hipkins, Johnston & Sheehan 2016) due to its flexibility. Under NCEA, standards-based assessment allows teachers to assess student understanding in multiple different ways at different points throughout the year. This flexibility comes at a cost however: a perennial focus on summative over formative assessment in the classroom.

This presentation will offer a considered analysis of the prevalence of summative assessment under NCEA, with a particular focus on the senior English classroom. With reference to international research into assessment, we will explore how the constant summative focus of NCEA creates what Dylan Wiliam calls a "banking model" of assessment, where the focus is on short-term 'banking' of learning and credits at the expense of long-term learning. We will examine how this means teachers neglect approaches to teaching and learning that have the potential for long-term gain, and how opportunities for effective formative assessment are drastically reduced. Finally, we will evaluate some of the proposed solutions to reduce this summative-heavy focus, from "stealth assessments" (Hipkins, Johnston & Sheehan 2016) where assessment is an organic part of daily classroom work, to a return to traditional exam-focused assessment system.

What does research in cognitive architecture have to offer phonics instruction?

John Walker and Kim Bloor

Nobody seriously denies that phonics is the best way to teach young children to read and write. The issue facing us now is to decide which phonics approaches work best.

In this talk, I explore how research on the development of the world's writing systems and on human cognitive architecture can best inform our practice as teachers of literacy. Some of the key questions we need to address are: how important it is that we use a sound-to-print approach to the teaching of phonics that makes immediate sense to four-year-old children starting school; how much

and what kind of instruction and practice these children need; how do we get knowledge of the code from working memory into long-term memory, and, what the role of feedback is in the process.

I will argue that teaching what is intrinsic to the task of learning to read and write presupposes developing a mode of instruction that strips away anything extraneous which may cause delay or confusion in the minds of young children. Such an approach would teach only the code knowledge and the fundamental skills, as well as teaching an understanding of how the English alphabet code works.

TBD

What Should We Teach and How Should We Teach?

Professor Elizabeth Rata, Dr Graham McPhail and Louise Zame

Professor Elizabeth Rata identifies commonly held beliefs about what we teach (the curriculum) and how we teach (pedagogy). She will describe how these beliefs are changing our education system in fundamental ways and explain why they have the potential to erode the quality of New Zealand education.

Dr Graham McPhail will describe his research into approaches to curriculum design in innovative learning environments (ILEs). ILEs are the government preferred option for new school buildings and as such new curricular and pedagogical approaches are being demanded of teachers with little or no professional support to make these changes. The impact of such changes on student learning outcomes is as yet unsupported in the literature.

University of Auckland Masters student and primary school teacher, Louise Zame, describes her experiences in teaching year one children in the new inquiry learning environment. She will explain how these experiences have led to her current research which asks some deep questions about the assumptions behind inquiry learning.

SESSION 5 1:50-2:30

E1

What is the evidence on effective reading instruction? And why is it not followed?

Jennifer Buckingham

Both New Zealand and Australia have a long-term problem with low literacy. Australian and Kiwi students in mid-primary are at the bottom of the rankings among English speaking countries on the Progress in International Reading Literacy Study (PIRLS). This is largely due to the gap between what we know is effective, evidence-based reading instruction and intervention, and what actually happens in classrooms. Jennifer will describe the evidence on effective reading instruction and explain why it is the only way to reduce the number of children who leave school unable read.

SESSION 5 1:50-2:30

E2

Different but the Same: What makes a successful learning experience for Indigenous primary school children

Anthony Dillon

In Australia, Indigenous children typically start behind non-Indigenous children and are unlikely to catch up. They are more likely to attend irregularly and more likely to drop out. However, despite this appalling state, there are many schools that are getting it right when it comes to Indigenous education. How are these educators making a difference? How do they attend to the cultural differences? How do they address the legacy of historical injustices? What differences in learning needs and learning styles are addressed? These questions have been asked often when trying to solve the problem of poor educational outcomes for Australian Indigenous students. Further, how are challenges of teaching in remote schools (where often there is a higher proportion of Indigenous children) addressed? Qualitative research done in three rural schools and one remote school suggests that Indigenous children and non-Indigenous children are far more alike than they are different. This is not to suggest that there are no differences, but successful schools tend to start with the commonalities rather than the differences. This has implications (that may not be readily accepted by those who emphasise differences) for practice and policy.

The 21st century learning movement: A threat to social justice

Kevin Knight

Widespread adoption of the 21st century learning movement concepts is dumbing down our schools, and severely impacting the lives and prospects of those who need schools the most. Following the Canterbury earthquakes of 2010/2011, the government set about rebuilding, merging and repairing schools to serve the changed population spread. The lower socio-economic status suburbs of eastern Christchurch were most affected. Adopting a radical interpretation of the 21st century learning movement, students in these areas have become the guinea pigs in an experiment for which little or no evidence exists. Wholesale adoption of open plan classrooms, an extreme interpretation of the place of student agency, and a view that authentic learning will always occur collaboratively, have worked together to create dysfunctional settings and weaken educational outcomes. The social justice implications are monstrous.

E3

E4 Introduction & Update of John Hattie's Visible Learning research

Shaun Hawthorne

This session will give an overview of Professor John Hattie's influential Visible Learning research. It will discuss the aim of the ongoing research, the methodology used, the 'story' that has emerged and the key messages for teaching & learning. It will address questions of how teachers can engage with evidence such as the Visible Learning research to inform their teaching practice and decision making. It will also highlight recent additions and changes to the research.

BREAK – 2:30-2:50

SESSION 6 – 2:50-3:50

T What is the state of education in New Zealand, and what needs to happen?

Chair: Tom Bennett

Panel: Prof. Elizabeth Rata, Glen Denham, Briar Lipson and Dr. Michael Johnston

Our closing panel will bring together some of the best voices in education to discuss the successes, challenges and opportunities that face New Zealand schools in the future. What does the evidence suggest? And how can we mobilise that evidence in the most effective ways? Through an understanding of our past, and the analysis of the present, what can we suggest would work best in the future? Some essential brain food for the end of a thought-provoking day.

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researchED is a grass-roots non-profit that endeavours to break even. As such we rely on altruism and goodwill from all of our volunteers, speakers and hosts. This means we can continue to provide low-cost events and experiences that anyone can afford. Ticket sales are deliberately held at rock bottom prices so that our events are democratic, inclusive and accessible.

If you want to support us please get in touch via sponsoring@researchED.org.uk. We would love to speak with you about mutually beneficial sponsorship opportunities.

-Tom Bennett, Founder researchED

SPEAKERS



Katharine Birbalsingh

Headmistress, Michaela Community School

[@Miss_Snuffy](#)

tomisswithloveblog.wordpress.com/

Katharine Birbalsingh is a New Zealand-born teacher based in the United Kingdom. She is the founder and headmistress of Michaela Community School, a free school established in 2014 in Wembley Park, London.

Birbalsingh is the author of two books, *Singleholic* (2009) and *To Miss with Love* (2011), and editor of *Battle Hymn of the Tiger Teachers: The Michaela Way* (2016). She also hosts a blog, *To Miss with Love*, where she writes about the education system. In 2017 she was included by Anthony Seldon in his list of the 20 most influential figures in British education.



Tom Bennett

Founder, researchED

[@tombennett71](#)

behaviourguru.blogspot.co.uk

Tom Bennett is the founder of researchED, a grass-roots organisation that raises research literacy in education. Since 2013 researchED has visited three continents and six countries, attracting thousands of followers. In 2015 he became the UK government's school 'Behaviour Czar', advising on behaviour policy. He has written four books about teacher training, and in 2015 he was long listed as one of the world's top teachers in the GEMS Global Teacher Prize. In the same year he made the Huffington Post's 'Top Ten Global Bloggers' list. His online resources have been viewed over 1,200,000 times.



Kim Bloor

Senior educational psychologist, Dyslexia - SPELD Foundation, Perth, Western Australia

Kim is an Educational and Developmental Psychologist with extensive experience delivering professional learning to schools throughout Western Australia. She has worked at DSF since 2010 and is a popular Sounds-Write trainer. As a senior psychologist at DSF, Kim supervises clinical staff, and regularly consults with families and teachers. Since completing her Sounds-Write training, Kim has been using the program with students and regularly works with school staff on the implementation of Sounds-Write at a classroom and school level.

**Jennifer Buckingham**

Senior Research Fellow and Director of FIVE from FIVE project, The Centre for Independent Studies

🐦 buckingham_j

Dr Jennifer Buckingham's main area of work is school education policy, and she is currently heading up the CIS's FIVE from FIVE Reading Project which aims to have effective reading instruction in every classroom, every day. Jennifer is the author/editor of numerous reports and articles including Why Jaydon Can't Read (2014), Read About It: Evidence for Effective Teaching of Reading (2016), and Focus on Phonics: Why Australia Should Adopt the UK Phonics Check (2017). She is a board member of the Australian Institute for Teaching and School Leadership (AITSL), and an Associate Investigator at the ARC Centre for Excellence in Cognition and Its Disorders.

**Keith Cave**

Graphics teacher, Specialist Classroom Teacher, Tauraroa Area School

Keith loves mountain biking, helping run our school Duke of Ed program and playing bari sax.

**Sonya Clark**

English Teacher, Kāpiti College

🐦 @sonya_NZ

Sonya Clark is a secondary English teacher on the Kāpiti Coast, previously having taught in a low decile school in Auckland on the Teach First New Zealand/Ako Mātātupu programme. Prior to teaching, Sonya contributed to policy development on assessment, pedagogy and qualification development in her role as President of the Victoria University Students' Association. Sonya's interests lie in the place of knowledge in the curriculum, and the use of explicit teaching to improve student writing.

**Glen Denham**

Principal of Massey High School, West Auckland

A former NBL and international basketball player, Glen is now the Principal of New Zealand's twelfth largest school - Massey High School in West Auckland. Prior to this he was Executive Principal of seven schools in London. Glen thinks teaching is the best job in the world, even better than professional basketball!

**Anthony Dillon**

Lecturer, Australian Catholic University

🌐 <https://www.anthonydillon.com.au/>

Anthony is a registered psychologist and is currently a post doctoral research fellow at the Institute for Positive Psychology and Education at the Australian Catholic University in Sydney. He is active as a social commentator on Aboriginal issues, having had

several thought provoking articles published in The Australian Newspaper, The Conversation, and the ABC Drum online. His research interests are in the area of statistics, applied psychology, the conceptualisation, understanding, and treatment of behaviours labelled as 'mental' and race relations/politics.

**John ETTY**

Director of Teaching & Learning, Auckland Grammar School

🐦 @john_etty

John qualified as a History teacher and began his teaching career in the UK in 2002. He has worked at four schools in the UK and NZ, and has been a teacher at Auckland Grammar School since 2012. He has keen interests in visual satire, the Soviet Union, education research, teaching and learning, curriculum and assessment.

**Benjamin Evans**

Director of Teaching and Learning, Prince Alfred College, Adelaide

🐦 @thingsbehindsun 🌐 <https://thingsbehindsunblog.wordpress.com>

Educated at Durham and Cambridge Universities in the UK, and a Fellow of the Royal Society of Chemistry. Interested in education to make minds, not careers. Advocate of communal curricula, high expectations and academic extension for all, as well as the genuine transformative power of a rigorous academic education. 'A man's reach should exceed his grasp, or what's a heaven for?'

**Tamsin Hanly**

Lecturer, University of Auckland Faculty of Education and Social Work

🐦 @HanlyTamsin

Tasmin has worked in and around Māori and mainstream education since 1986. She completed her Masters with 1st class Honours in 2007 called Preparing our students for bicultural relationship: Pākehā primary teachers and bicultural histories of Aotearoa.

She currently lectures part-time at the University of Auckland, Faculty of Education, Te Puna Wānanga. This has enabled her to write her Curriculum Programme Resource in response to the findings in her Masters and other research called A critical guide to Māori and Pākehā histories.

**Shaun Hawthorne**

Principal Consultant - Visible LearningPlus, Cognition Education Ltd

🐦 @shaunhawthorne

Shaun has over 20 years' experience in working in the schooling sector in New Zealand, most recently as a deputy principal in a co-ed Y9-13 school in Auckland. Previously Shaun has been the Head of two English departments and, has been involved in a number of Ministry of Education contracts around the English curriculum and national assessments.

Shaun is currently Principal Consultant with Cognition Education's Visible LearningPlus team. Besides workshop creation, delivery and training across K-12 sectors his other main roles include providing ongoing support and training to our national and international VLP partners.

Shaun holds a Doctor of Education degree specialising in effective practices in teaching writing.



Nina Hood

Founder, The Education Hub

educationhubnz

www.theeducationhub.org.nz

Nina is the founder of The Education Hub, a not-for-profit with a mission to bridge the gap between research and practice in education. She is a trained secondary school teacher, and taught at Epsom Girls Grammar and Mt Roskill Grammar in Auckland. Nina undertook an MSc (with distinction) in learning and technology, and a DPhil in Education at the University of Oxford. Since returning to New Zealand in mid 2015 Nina has been employed as a lecturer at the Faculty of Education at the University of Auckland where she specialises in new technologies in education.



Derek Hopper

Classroom teacher, Tauraroa Area School

Derek is a music teacher. When not playing the trumpet he is reading educational research and trying to persuade his colleagues to become educated about education.



Taylor Hughson

English Teacher, Hutt Valley High School

@ta_hughson

Taylor Hughson is a high school English teacher in Wellington. Prior to this he taught in South Auckland for two years as a participant on the Teach First New Zealand/Ako Mātātupu programme. In this role he designed a new whole-year cross-curricular course for students on Te Tiriti o Waitangi and established a peer tutoring programme for senior students. He holds a Master of Arts with Distinction in English Literature from Victoria University in Wellington, where he also tutored in renaissance literature.



Chris Jenkins

Science, Social Studies, Health Teacher

Chris loves mountain biking and Duke of Ed and says "if we are not following scientific evidence in teaching we might as well be rubbing crystals on the kid's foreheads."



Dr Michael Johnston

Senior Lecturer, School of Education at Victoria University

Dr Michael Johnston is a Senior Lecturer in the School of Education at Victoria University. He has previously been a chief research analyst at the Ministry of Education and a senior statistician at the New Zealand Qualifications Authority (NZQA), where he conducted research and analysis contributing to evidence-based policy and development for New Zealand's national qualification system for secondary-school students.

At the New Zealand Ministry of Education Dr Johnston initiated a major project to produce the Progress and Consistency Tool (PaCT), now in use, to assist teachers to make consistent judgements, and to measure students' progress, against national standards in reading, writing and mathematics.



Briar Lipson

Research Fellow at the New Zealand Initiative

@briarlipson

Briar is a Wellington policy wonk. Prior to that she was a Maths teacher and Assistant Principal in London. Briar didn't think much of her teacher training and so is very grateful to the online community of evidence-based bloggers, and organisations like researchED.



Kevin Knight

Director, New Zealand Graduate School of Education

Kevin Knight, a highly experienced teacher educator, is a founding director of New Zealand Graduate School of Education - the private teachers college based in Christchurch. Kevin entered the education service as a secondary mathematics teacher and taught in secondary schools in New Zealand and Australia. He has been a secondary school principal. He is also an educational psychologist and practised in Gisborne and Christchurch before moving to teacher education. He is in high demand throughout New Zealand and Australia for his expertise in teachers' professional learning, and is the author of the 8People professional learning model. Kevin has a PhD in Education from Monash University in Melbourne.



Sarah Mayo

Knowledge Translation Manager, The Education Hub

Sarah manages The Education Hub's knowledge translation work, creating trustworthy, relevant, and usable knowledge on topics that matter to educators. She has a PhD in English from the University of Canterbury. Her doctoral work explored how Shakespeare on film could support the teaching of the plays in secondary schools in ways that are responsive to the curriculum and also bring theoretical and socio-cultural perspectives to the study of Shakespeare. She serves on the Board of Trustees of Glen Eden Primary School.

**Dr. Graham McPhail**

Senior Lecturer in Music Education, Faculty of Education, The University of Auckland

Dr. Graham McPhail was a secondary school music teacher for 21 years and then he worked for the New Zealand Qualifications Authority (NZQA) as the National Moderator for NCEA music. Currently he is Senior Lecturer in Music Education at the Faculty of Education, The University of Auckland. His current research is focused on knowledge in curriculum and pedagogy design.

**Tom Nicholson**

Massey University

Tom Nicholson has authored more than 170 publications including 24 books. Recent co-authored books include Teaching Reading Vocabulary (2010), Teaching Reading Comprehension (2012), Dyslexia Decoded (2013), Literacy in Early Childhood and Primary Education (2014), and the New Zealand Dyslexia Handbook (2015). He has reviewed for many journals including Q1 journals such as Reading and Writing, American Educational Research Journal, Journal of Literacy Research, and Reading Research Quarterly. He can teach in a range of areas including literacy difficulties, psychology of reading, language and literacy, human development, and research methods. He has supervised more than 40 theses and dissertations.

**Professor Elizabeth Rata**

Director of the Knowledge in Education Research Unit, Faculty of Education and Social Work at the University of Auckland

Professor Elizabeth Rata is Director of the Knowledge in Education Research Unit in the Faculty of Education and Social Work at the University of Auckland. She was a secondary school English teacher and a member of the Auckland Runanga which campaigned for Kura Kaupapa Māori education in the 1980s. Her current research is in two main areas; first, the connection between knowledge and democracy, and second, how a knowledge rich curriculum can be aligned with the best teaching methods from New Zealand's progressive tradition.

**Michelle Tewkesbury**

Assistant Principal - Curriculum, Scots College, Wellington, New Zealand

Michelle Tewkesbury is currently Assistant Principal, Curriculum at Scots College. On first graduating from Otago University, she worked first as a biochemist, then geochemist in projects in Australia and China. Michelle is an experienced International Baccalaureate educator, and is currently a researcher-practitioner teaching towards both the IB Diploma and NCEA qualifications. Michelle's recently completed PhD from Victoria University comprises an analysis of the NCEA, with a focus on the tension between curriculum, pedagogy and assessment.

**Chris Townshend**

Chemistry Teacher and Dean

Chris loves to lead Duke of Ed trips, is a talented jazz and opera singer and is interested in teacher motivation.

**John Walker**

Director, Sounds-Write

SWLiteracy



<https://theliteracyblog.com/>
and <http://www.sounds-write.com>

After 25 years of teaching in primary, secondary and HE, John Walker discovered his true passion was to help children to learn to read and write. John is one of the developers of the Sounds-Write phonics programme. Sounds-Write has trained over 15,000 teachers to teach phonics to children in schools in the UK, Australia, and many other countries. John is also keen to help parents whose children are learning to read and write and has written a free, online course: Help your child to read and write, which is available on Udemy <https://www.udemy.com/help-your-child-to-read-and-write/>

**Dr Melinda Webber**

Associate Professor, Faculty of Education, University of Auckland, New Zealand

Dr Melinda Webber is an Associate Professor in the Faculty of Education at the University of Auckland, New Zealand. Melinda is a former Research Director for The Starpath Project. Phase three of the Starpath project worked with nine schools in Auckland and Northland to investigate the factors that enable Māori and Pasifika students to achieve University Entrance (UE).

Melinda is a former Fulbright/Nga Pae o te Maramatanga Indigenous Scholar who has published widely on the nature of ethnic identity development, examining the ways race, ethnicity, culture and identity impact the lives of young people, particularly Māori students. In 2016, Melinda was awarded an esteemed Marsden Fast-Start grant to undertake a research project examining the distinctive identity traits of Ngāpuhi, New Zealand's largest iwi. In 2017, Melinda was awarded a prestigious Rutherford Discovery Fellowship to tackle an important question facing educators – 'How can we foster cultural pride and academic aspiration among Māori students.

**Louise Zame**

Primary school teacher

Louise Zame is a primary school teacher who has taught for the last 14 years, predominantly at the junior level. She has taught in both single cell classrooms and modern learning environments. An inquiry learning approach has been used across her school for the past 8 years; this has led her to investigate the content knowledge young children aged 5-7 years gain during an inquiry learning unit.

researchED AUCKLAND TIMETABLE

	Theatre	E1	E2
9:15-10:00	Welcome Tom Bennett, John Etty, Briar Lipson		
Session 1 10:00-10:40		Turning the tanker Benjamin Evans	A classroom teacher perspective Hopper, Cave, Jenkins & Townshend
Session 2 10:50-11:30		Evidence-informed behaviour Tom Bennett	The role of cognitive automaticity in mathematics learning Michael Johnston
Session 3 11:40-12:20	Keynote: The evidence-informed school Katherine Birbalsingh		
12:20-1:00	Lunch - Heritage Room		
Session 4 1:00-1:40		Bridging the research-practice divide Nina Hood and Sarah Mayo	A new Aotearoa N.Z. curriculum teaching many of our historical warts... in action. Tamsin Hanly
Session 5 1:50-2:30		What is the evidence on effective reading instruction? Jennifer Buckingham	Different but the Same Anthony Dillon
2:30-2:50	Break - Heritage Room		
Session 6 2:50-3:50	Panel: What is the state of education in New Zealand, and what needs to happen? Chair: Tom Bennett, Panel: Prof. Elizabeth Rata, Glen Denham, Briar Lipson and Dr. Michael Johnston		
3:50-4:00	Closing Thoughts Tom Bennett		

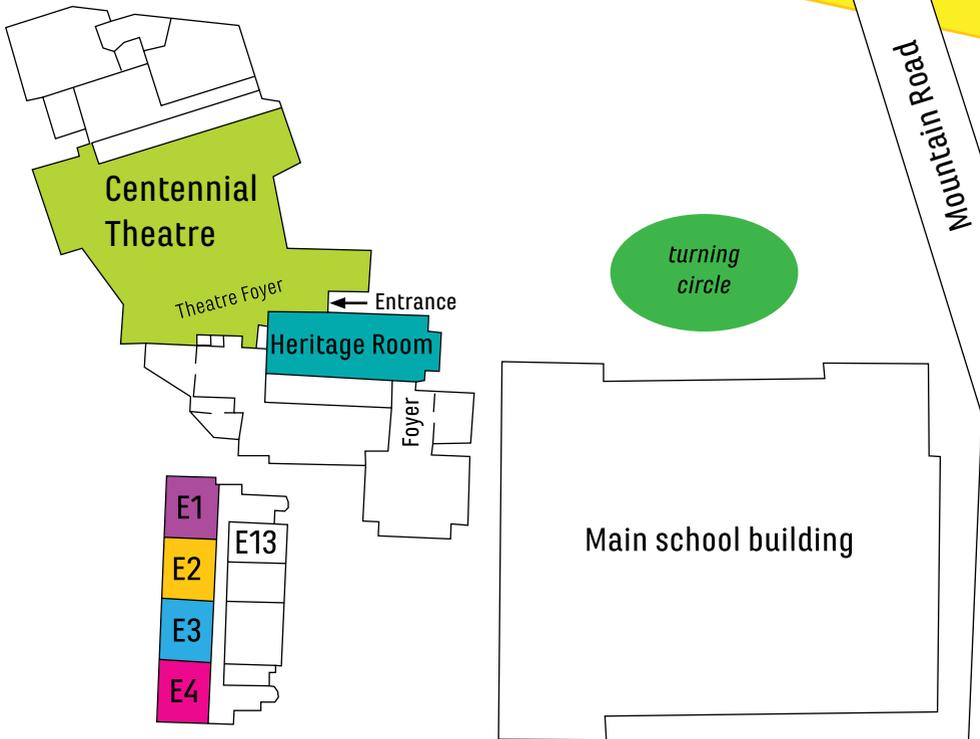
E3	E4	Room TBD
Starpath Melinda Webber	Seven Myths, Two Fallacies, & Six Recommendations for Effective Classroom Teaching John Etty	
A tale of teaching secondary school chemistry towards two different qualifications Michelle Tewkesbury	How reading and writing make you smarter Tom Nicholson	
Lunch - Heritage Room		
The tyranny of summative assessment in the NCEA English classroom Taylor Hughson, Sonya Clark	What does research in cognitive architecture have to offer phonics instruction? John Walker & Kim Bloor	What Should We Teach and How Should We Teach? Professor Elizabeth Rata, Dr Graham McPhail and Louise Zame
The 21st century learning movement: A threat to social justice Kevin Knight	Introduction & Update of John Hattie's Visible Learning research Shaun Hawthorne	
Break - Heritage Room		

Share your thoughts of the day using the hashtag

 #rEDAuck

Southern Motorway

Mountain Road



AUCKLAND GRAMMAR SCHOOL (LEVEL 1)

55 Mountain Road
Epsom
Auckland 1023

Limited parking is available (only in allocated parking spaces) on the school site – accessible from Mountain Road. Otherwise please park on Mountain Road itself and allow yourself time to walk to the Centennial Theatre.