

Giving learners a view from Both Sides of the Fence

A new website aligned with *The New Zealand Curriculum* has been developed for primary and intermediate school teachers who want to introduce learners to responsible behaviour in the outdoors.

Named Both Sides of the Fence, the website is a free, enquiry-based digital resource for learners in years 4-8, and their teachers.

The materials encourage lifelong learners who are confident, connected, and actively involved through the exploration of the outdoors and the values and competencies related to such activity.

It includes a teachers' space with lesson ideas, and a learners' area with animated video scenarios starring characters such as Kush the dog and Barry the farmer. The short videos are designed to teach learners about the realities of rural life and responsible access behaviour.

Resources on the Both Sides of the Fence site include a web book; a series of animated scenarios that explore access-related issues; and an image gallery called 'In my Region' where learners can upload photos of their favourite outdoor places.

The scenarios look at topics including unformed legal roads, dogs in a rural setting, biosecurity

risks, fires, and the cultural implications of access across Māori land.

The website was developed by Learning Media and the New Zealand Walking Access Commission – a Crown entity responsible for maintaining and developing opportunities for outdoor access, and promoting responsible behaviour in the outdoors.

New Zealand Walking Access Commission chief executive, Mark Neeson, said Both Sides of the Fence would be particularly valuable for teachers over the summer period; when many schools hold their camps, and when learners and their families spend the most time outside.

"The enquiry-based approach helps students come to their own conclusions by considering different viewpoints around outdoor access. This differs from resources that tell students how to behave in the outdoors without a background story or context.

"Both Sides of the Fence helps students understand why they should behave in the ways suggested by the *New Zealand Outdoor Access Code*, and why different groups have differing values around access," Mark said.

The *New Zealand Outdoor Access Code* was developed by the Commission and other key outdoor organisations. The Code sets out the rights and responsibilities of recreational users and landholders when accessing the outdoors. It utilises an authentic and relevant context for learners to develop key competencies like thinking and managing self. The topic readily aligns to the science curriculum strand; Living World.

THE VIDEO SCENARIOS

Unleashed

Kush the dog is restricted from accessing a track down to a beach he often enjoys with his owner. Learners find out why he has been stopped and are encouraged to think about possible solutions.

Fruitful discussions

A locked gate and 'No Access' sign prevents Alice from walking across an orchard to the cliffs. She has enjoyed the walk for years, but can't go there anymore. Learners discover why, and are encouraged to think of alternative solutions.

Public land

Kate finds out about unformed legal roads and the rights of access they offer.

Treading softly

Andy learns about some of the important cultural protocols when seeking access across Māori land.

Sparking debate

Sam and his dad are asked by a farmer to put out a fire at their camp. Learners find out why, and are encouraged to think of possible solutions that would be agreeable to both the farmer, and the campers. ❖

LINK

www.bothsidesofthefence.org.nz



The Great New Zealand Science Project is asking New Zealanders to help identify the biggest science challenges facing the country.

The Government is particularly interested in the views of young New Zealanders, and also wants to lift the profile of science and encourage more young people into science-based careers.

Students can visit The Great New Zealand Science Project and build their own science project around what they think are the biggest science challenges facing New Zealand.

Spread the word and join the conversation about how science can make a real difference for New Zealand.

Visit www.greatnzscienceproject.co.nz to have your say on science today.

newzealand.govt.nz



New online modules can help educators to further their professional learning development for EOTC.

EOTC



Online modules to help professional learning development for EOTC

SPECIAL ONLINE SELF-PACED learning modules (SPLM) have been developed to help people further their professional learning development (PLD) for Education Outside the Classroom (EOTC).

The modules can be completed at the time and pace that suits each individual, free of charge.

Education Outdoors New Zealand (EONZ), in partnership with the Ministry of Education, has created 10 learning modules to develop and support the understanding and implementation of the *EOTC Guidelines: Bringing the Curriculum Alive* (Ministry of Education, 2009).

The modules are designed to lead participants through the EOTC Guidelines, providing examples and opportunities for self-review and planning.

They are suitable for all teachers and leaders of EOTC, sport and EOTC coordinators, school leaders, providers, and Board of Trustee members.

Accessing the modules

These modules can be accessed and completed on the Ministry of Education Training Services Learning Management System (LMS) website.

Each participant is given a username and creates a password for the site, allowing them to

browse the training opportunities and keep track of the different modules available.

Facilitator support

Participating schools will have the ability to access online facilitator support as they complete the modules.

The facilitators are available to provide support such as:

- Answering questions arising from the SPLM or from EOTC in general,
- Sharing ideas and/or resources,
- Answering questions arising from the assessments in the EOTC qualification,
- Developing and/or facilitating small cluster groups,
- Making comment about the school's EOTC material, for example, safety management systems, EOTC overview, or EOTC policy and procedures.

Qualification support

There is a subsidy available to a limited number of SPLM participants to complete the National Certificate in Recreation and Sport (Education Outside the Classroom). This qualification is based around the EOTC Guidelines and focuses on:

- Understanding the principles and values of EOTC,
- Managing hazards and risks,
- Planning, delivering and evaluating safe and rewarding EOTC activities and events,
- Teamwork and listening skills,
- Dealing with different types of behaviour.

The total cost of the assessment of this qualification is \$400 + GST per participant. The subsidy will provide \$260 + GST towards the assessment costs.

Creating authentic learning experiences

The *EOTC Guidelines: Bringing the Curriculum Alive* is a foundation document, acknowledged as accepted best practice for schools and other educational organisations.

The EOTC Guidelines clarify schools' legal responsibilities and provide guidance on the delivery of EOTC to meet safety and learning outcomes.

EOTC provides learners with authentic learning experiences, which bring learning alive. EOTC can enrich teaching and learning across the curriculum.

Learning beyond the classroom can develop a learner's sense of identity and connect them to the community, land and environment.

EOTC provides opportunities for learners to become lifelong learners and enhances the ability of all learners to realise their potential.

EOTC provides opportunities to develop positive relationships between teachers and learners; a key to engagement in learning and education.

When staff are confident and competent, EOTC opportunities are more likely to be positive, quality, safe experiences for learners.

More information

Ministry of Education Training Services Learning Management System: www.trainingservices.org.nz

To enrol in the National Certificate in Recreation and Sport (Education Outside the Classroom):

tess@skillsactive.org.nz or 04 916 4386.

For more information about the modules or facilitator support, please email Fiona McDonald (EONZ): fmcDonald@clear.net.nz

To receive a log-in for the modules, contact Training Services.

For further information on the content of this article, email eotc@tki.org.nz ❖

MESSAGE TO THE EDUCATION SECTOR FROM TALENT2

Message from Talent2 Group CEO, John Rawlinson

The Ministry has kindly offered me the chance to communicate with you directly.

I want to reiterate my apology for the inconvenience and frustration experienced by you and your staff during the transition to Novopay.

I have spoken to stakeholder groups and a number of individuals, and I truly believe that for many, Novopay has been a painful experience. For this we are sorry. You have our commitment that we will work hard to resolve the issues.

In the week of 19 November, I had a number of media interviews. The main

message I wanted to convey was that we understood the issues that Novopay had caused and that we were sorry.

I am disappointed that some of my comments have distracted from the main issue of getting the system right. Talent2 is doing everything we can to ensure every payroll is processed easily and trouble-free.

I had absolutely no intention of criticising the very people in schools who I appreciate are already under extreme pressure at this time of year.

Delivering on Novopay's long-term promise will be thanks to the collective efforts of all stakeholders, and I am confident that together we will provide the sector with a good system, that will evolve to an asset for many years to come.

NOVOPAY