

## We can't all, and some of us don't. That's all there is to it. (Eeyore)

Students who are limited by dyslexia are not a homogenous group; they have specific, different learning needs. Classrooms are usually frustrating for students limited by dyslexia.

A verbally intelligent boy who loved school, and who was seen by his year one, two and three teachers as capable began not wanting to go to school in year four. Because he was struggling his teacher tested him and placed him in the bottom groups for reading, spelling and maths.

He went from experiencing himself as bright to feeling dumb and he began to hate school. His learning abilities hadn't changed but the learning expectations had.

A year five girl with unidentified dyslexia spent a 20 minute silent reading time tidying the classroom library. She had perfected the art of avoidance.

A secondary school student limited by dyslexia reported he was 'invisible'. He did nothing to draw attention to himself. With effort

he managed to usually get average grades. None of his teachers knew his name.

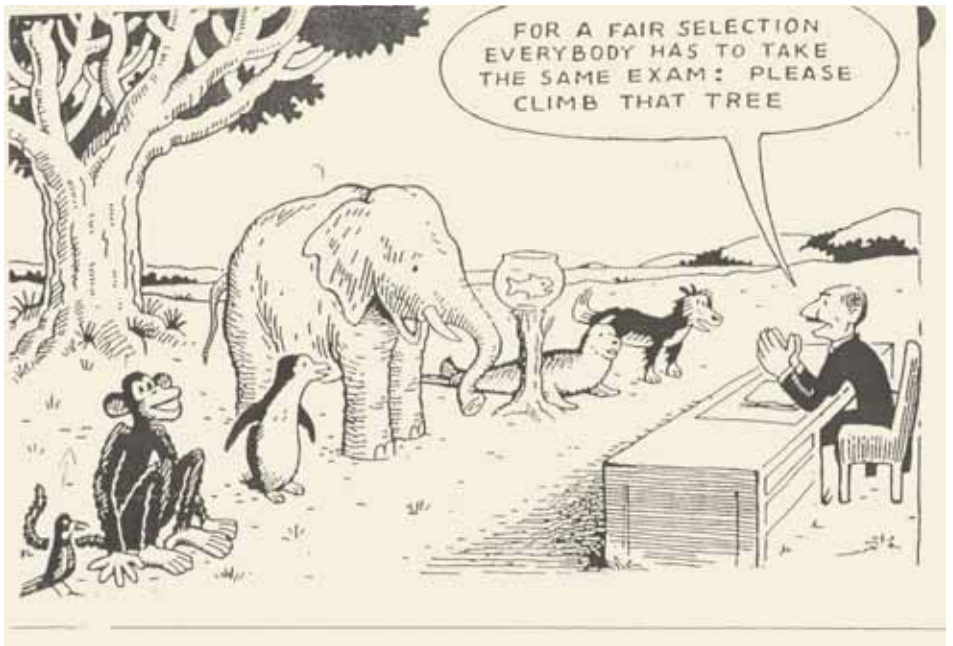
Some students with dyslexia describe school as boring; school is too easy, too hard and/or not emotionally engaging. These students often feel angry or sad and they can learn to practice behaviours that will disadvantage them.

Students limited by dyslexia form a vulnerable group. They often focus on what they feel they can't do and not on what they can do.

They regularly don't complete assigned tasks; rush and make mistakes, leave things out or over simplify their work just to get it completed.

Many students limited by dyslexia can clearly describe a time where they could not find any reason for continuing trying; they can be emotionally, socially and behaviourally at risk. Low self esteem is far more disabling than the specific learning disability dyslexia.

Dyslexia needs early accurate identification. Studies indicate you cannot teach



dyslexics the way you teach non dyslexics and you can't teach all dyslexics the same

way. All dyslexic children benefit from skilled one to one

assistance. These children need to be able to access a variety of intervention pro-

grammes. — Lynn Berresford Registered Psychologist

## Dore's doors are open in New Zealand

The Dore Centre has embarked on a series of public meetings in regional centres around NZ to talk to parents and educators about the Dore Programme, an individualised exercise based programme which treats the symptoms of learning difficulties such as dyslexia, dyspraxia, ADD and ADHD.

The Dore Programme was developed in England in

1999 and now has clinics right around the world.

Recently the Dore Centres in Australia and the UK went into voluntary administration.

"The Australian Administrator has been very helpful for us, and has gone to great lengths to reassure kiwi clients that Dore NZ is an independent and profitable company that continues

the trade successfully," says David Conroy, Dore NZ's general manager.

Other independent centres in South Africa, Taiwan, Hong Kong and the Caribbean also continue to operate.

Giles Woodgate of Woodgate & Co. says in his report, "Dore NZ is not subject to any form of insolvency

(cont'd p6)

## Dyslexia Awareness Week 'BLESSING IN DISGUISE'

This is the theme for this year's Dyslexia Awareness Week, running 16 to 22nd June.

With a focus of promoting greater understanding and acceptance of dyslexia as an alternative way of thinking and one that can offer wonderful creative challenges for the teaching fraternity.

This theme refers to the gifts of creativity as well as the difficulties

and coping strategies which are the edisguiseit.

Last year, the Dyslexia is Real campaign was a great success, with the government formally recognising dyslexia and the MoE engaging in a work programme to address dyslexia in schools.

Dyslexia is often found in the creative professions, from artists to musicians, actors and chefs.

Without dyslexia the world would be a much less colourful

and creative place.

Those with dyslexia must be supported in education and the workplace, and this often requires specific interventions, as well as awareness and understanding.

With this in mind EDUVAC/The Education Weekly has dedicated this week's issue to looking at and unwrapping Dyslexia and hopes that you will find it helpful and maybe give a little bit of insight.

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# the weekly rot

## Rot? Representing Ordinary Teachers

This week is dyslexia awareness week. As if any teacher needs to be made any more aware of dys-anything. In the past few years I've had excuse notes from various parents and doctors and psychologists and car mechanics requesting I make due allowance for Johnny, Rupert and Sky for their dyslexia, dysgraphia, dyspraxia, dysentery, dyspepsia, disrespect and dis little piggy went to market and dis little piggy stayed at home and oops, dis-tracted.

There's much disinformation and disbelief and disagreement about dyslexia. The Americans use the word to describe any reading problem while the Brits use it for the problem of reversing words, sounds, letters, directions and shoes.

The pseudo-psychs attribute it to left-brain/right-brain issues but my Nana would've said something about a solid ruler across the knuckles. Not that I would fo esruoc.

I'm concerned about the rise in petrol prices and mortgage interest rates and the range of dys-excuses. "It wasn't my fault. Your Honour. It was my dyslexia. When I said I'm taking your car" what I meant was "I'm giving you my car."

"And the tagging Your Honour. It was my dysgraphia and my disrespect for other people and their property." "And when I said 'yes' I meant 'no' and when you say 'guilty as charged' I'll think that means 'not guilty, do it again sunshine.'"

Dyslexia I can cope with. Actually if they just said 'Johnny's parents didn't teach him to read and his useless teachers didn't fix

the mess up and so now he can't read', that would be fine too. There's a lot of joy in raw honesty.

But saying Johnny must get special consideration in his NCEA assessments due to his dys-interest, disillusionment, dys-obedience and dys-gusting personal hygiene just makes me feel disillusioned, disappointed and in need of disinfectant.

And I'm Ok with dysgraphia too. I can't draw so clearly have it. There are art galleries full of works done by dysgraphics. I also have dys-guitar-playing and dys-regular-exercise and dys-healthy-eating and dysorganisation. One day there'll be pills for these things but for the meantime a note from the doctor will suffice.

Some of our school's kids, hitherto considered snotty brats, are now much better understood; their gifts and talents much more appreciated. Now that we accept disrespect and dishonesty and disgusting displays of bad manners as being genuine disorders. Now that we know and understand and appreciate and celebrate these scholars, they too can have an NCEA with fries, to take away.

woN s'ereh na gnitseretni gniht. eW lla nac daer sdrawkcab tuohtiw hcum ytluciffid. oS ebyam aixelsyd t'nsi os dab.

The real psychologists are busy trying to find the source of all these new dys-es. Nature or nurture? Environment or physiology? Dog forbid that we blame genetics or poor parenting, but what about dis-similarity?

ypaH aixelsyDenoyreve.

-reteP sneddiG

# Does your student have difficulty in writing?

There are children, who despite good teaching, cannot produce nice neat handwriting.

Dysgraphia is a difficulty writing coherently, if at all, regardless of ability to read.

People with dysgraphia often can write, and may have a higher than average IQ, but lack co-ordination, and may find other fine motor tasks such as tying shoes difficult.

An unusual pencil grip, poor spelling and poor sequencing; poor drawing and

poor fine motor co-ordination; poor visual processing and visual perception are often clues to dysgraphia.

Having dysgraphia has nothing to do with how clever the person is. Very often these children are bright with good reading skills. This makes it hard for teachers to understand why they don't seem to be able to produce the required standard of written work.

They are often labelled as lazy or as not trying although

in reality they are doing their best. Over time this causes emotional distress to the student.

### Types of Dysgraphia:

**With dyslexic dysgraphia,**

spontaneously written work is illegible; copied work is fairly good and spelling is bad.



**Motor dysgraphia** is due to deficient fine motor skills, poor dexterity, poor muscle tone, and/or unspecified motor clumsiness. Generally, written work is poor to illegible, even if copied by sight from another document. Letter formation may be acceptable in very short samples of writing, but this requires extreme effort and an unreasonable amount of time to accomplish, and cannot be sustained for a significant length of time. The learning of keyboarding skills is often a solution for these students.

**Treatment for dysgraphia** varies and may include treatment for motor disorders to help control writing movements.

Occupational therapy should be considered to correct an inefficient pencil grasp, strengthen muscle tone, improve dexterity, and evaluate eye-hand coordination.

Dysgraphic children should also be evaluated for ambidexterity, which can delay fine motor skills in early childhood.

### About the author:

Jenni Wiles is the director of Read Auckland and the past president of SPELD Auckland. Jenni has a severely dyslexic son, with dysgraphia, dyspraxia and behaviours found on the Aspergers/Autistic spectrum. Pens & pencils designed for dysgraphic students can be purchased directly from her at Read Auckland info@readauckland.co.nz, or Telephone 09-529 1381.

# Some children with dyslexia have auditory processing disorder

Research in many countries, including NZ, Australia, the UK and the US, has shown that a significant proportion of children with reading disorder have an auditory processing disorder (APD).

An APD can make it difficult to accurately discriminate sounds, especially in difficult listening situations.

Auditory discrimination difficulties in children with APD may lead to reading difficulties, or alternatively auditory processing and reading difficulties may co-occur, or both these prob-

lems may be linked to a common underlying deficit, which is yet to be determined.

The term "phonology" re-




fers to the way speech sounds are organised and processed in the brain. Different children may find it easy or difficult to organise, manipulate and use their knowledge of sounds and the sound system to facilitate literacy development.

Phonology is not the same as "phonetics" which refers to the sounds of speech and how they are produced.

A child with a phonology disorder may be able to produce all the sounds in their native languages, but may have difficulty combining sounds appropriately to form words or breaking down the sounds in words.

A phonological deficit will make it difficult for children trying to learn the relationship between letters and speech sounds ("grapheme (cont'd p5)



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# How to tell the difference between dyslexia and other reading problems

Many researchers think there is a difference between dyslexia and other reading problems. One way to spot the difference is to use the Simple View.

## Simple View of Reading

| LISTENING COMPREHENSION |                            |            |
|-------------------------|----------------------------|------------|
| Decoding                | Low                        | High       |
| High                    | Specific language problems | The reader |
| Low                     | Garden variety             | Dyslexia   |

- 1. Specific language problems.** High decoding, low language comprehension. Teach them vocabulary learning and grammatical skills, and general knowledge through reading or listening to stories and articles to deepen language knowledge.
- 2. Dyslexia.** High listening comprehension, low decoding. Strength is language – this is their creative side. Good vocabulary and general knowledge but can't access this area because can't decode. Teach them phonics and give lots of reading practice at the right difficulty level.
- 3. Garden Variety.** Low decoding, low language comprehension. They need the kind of help you would give to both of the other two kinds of struggling reader.

About the author: Tom Nicholson is at Massey University Auckland, Co-Director of the Centre of Excellence for Research on Children's Literacy (CERCL), and author of Phonics Handbook (Wiley, 2006).

## Simple View of Writing

| IDEAS FOR WRITING |   |  |
|-------------------|---|--|
| Spelling          | Low   | High                                       |
| High              | Good spelling but weak in ideas             | The writer – good spelling and good ideas  |
| Low               | Garden Variety – weak in spelling and ideas | Dyslexia – good ideas but weak in spelling |

- 1. High spelling, low ideas.** Teach them how to think of good ideas for writing. For example, to write a good story think of a problem facing the main character, a response to the problem, how the character tries to deal with the problem, and how the problem is resolved.
  - 2. High ideas, low spelling.** Many dyslexic pupils have good ideas but you can't read what they write because of their weak spelling. Teach them spelling rather than ideas.
  - 3. Low spelling, low ideas.** These pupils need the kind of help that you would give to both of the other two kinds of struggling writer.
- Summary:** The Simple View can help the classroom teacher to decide which pupils are likely to be "dyslexic" readers and writers.

# Developmental Dyslexia

Do you have one or two children in your class who are struggling with reading for no obvious reason? These children may have dyslexia.

Dyslexia is a severe difficulty in reading which cannot be explained by general cognitive difficulties or lack of educational experiences. Dyslexia occurs in at least five per cent of the population and often runs in families.

Many teachers do not realise that there is now strong agreement among researchers that in most cases dyslexia is related to difficulties in phonological recoding, which is the linking of letters in print words to pre-existing phonological (sound) representations of words in the brain.

Compared to their peers, dyslexic children are usually poor on phonemic awareness tasks, letter-sound knowledge, and blending. Such knowledge is used for explicit phonological recoding (decoding).

There is evidence that dyslexic children may also be poor on what is called lexicalised phonological recoding, which depends on letter-sound patterns that the child's brain automatically induces from stored information on the letters and sounds of words, obtained from the experience of reading words.

Symptoms of dyslexia often overlap with other developmental disabilities, such as language impairment, attention deficit hyperactivity disorder (ADHD), and dyscalculia. This is why dyslexia can only be properly identified by a professional psycho-educational assessment.

Unlike other children with reading problems, children with dyslexia will not just catch up with a small amount of extra help, but need ongoing remediation. For most children this should focus on aspects of phonological recoding.

Parents should be cautioned against methods which do not do this, and which are often expensive. It is common for companies to claim that their methods are 'research based' whereas, in fact, the research evidence is inadequate.

It is important for teachers to be aware of the difficulties that some dyslexic children may be experiencing, and to support their learning with daily reading practice consisting of books that contain a large amount of familiar words and a small amount of new words.

This will help maintain their existing reading vocabulary and help consolidate new vocabulary.

It may also be useful to include instruction on letter-sound relationships by having them listen carefully to sounds within spoken words that match printed words.

By pronouncing the words slowly while looking at the

printed word, the child can learn how these sounds are blended together. In this way, an attempt can be made to improve both types of phonological recoding.

# Dyscalculia

Dyscalculia is a severe difficulty in mathematics which, like dyslexia, cannot be explained by general cognitive difficulties or lack of educational experiences.

It is estimated that about six per cent of children have dyscalculia, and it also tends to run in families, and overlap with other developmental disabilities (although it may occur alone).

Dyscalculic children may have little understanding of the meaning of numbers or mathematical procedures. They may be inaccurate or slow at counting, and have difficulty with the following: simple addition or subtraction, memorising arithmetical facts, following procedures, and using strategies (e.g. 'bridging' for subtraction).

They often exhibit a dislike of or anxiety toward maths, and display avoidance behaviours.

Difficulties with numbers do not disappear and continue to affect the rest of mathematics into secondary school and adulthood.

Research on the cause of dyscalculia is only recent.

One theory is that the main difficulty is in 'number sense';

our ability to represent quantity. This representation is non-verbal, associated with a particular area of the brain, and present before schooling.

During childhood our brain has to establish a fast automatic link between number sense and representations of the symbols we use for number (words and digits). In dyscalculia this link appears to be less efficient.

As with dyslexia, professional assessment and remediation is important; a child with dyscalculia will not catch up on their own, or with a small amount of help.

Teachers can help within the general class by trying to give children work at their own level, allowing extra time, focusing on understanding (especially of quantity), using concrete materials to help link mathematical symbols to quantity, providing a lot of practice, and reducing the need for memorisation where possible.

You can read more about dyscalculia (including more remediation pointers and references to books) at: <http://www.aboutdyscalculia.org> a public information website created by the second author.

Co-authored by *Drs. Claire Fletcher-Flinn, Senior Lecturer; and Anna J. Wilson, Research Fellow, Department of Psychology, University of Auckland*

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# Gifted Manipulators

Children often want to hide their problems. They are usually excellent at creating a camouflage to protect themselves from potential hurt and damage to their self esteem.

These behaviours can be seen as smoke screens ...moving the teacher's focus and awareness from the child's difficulties to the masking behaviour. This uses the teacher's energy and focus simply to manage the behaviour and thus avoiding the underlying problems.

A teacher needs to identify the child's difficulty or difficulties. All behaviour is understandable. All behaviour can be changed.

- **The Super Hero:** That's easy. Everyone knows that. Dismissive.
- **The Lame Duck:** Helpless. Doesn't know what to do. Doesn't understand.
- **The Invisible Man:** No eye contact. Stands or sits apart. Whispers. Nobody, including the teacher, gets to know him.
- **The Clown:** Everything is funny. Causes a "riot" to distract.

- **The Victim:** Everyone picks on me. It's not fair. Poor me.
- **The Escape Artist:** Shut down. Don't care. Won't try.
- **The Wet Blanket:** Boring. Puts teacher on defensive.
- **The Busy Britches:** I'll do it later. Does everything but what the teacher wants.
- **The Helper:** Overly helpful. A pleaser.
- **The Mocker:** Everything sucks. This is dumb.
- **The Cool Dude:** I'm only interested in doing what I can do well. I'm cool.
- **The Perfectionist:** Intolerant of others. Inflexible.
- **The Hypochondriac:** Sore stomach, headaches, absences. Wants special privileges.
- **The Bully:** Rather be bad than dumb. Upsets others.
- **The Dreamer:** Fantasy dweller. Lives in another world. Doesn't listen.

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TAPS PPT154

# Vision and its Role in Learning

by Richard Shanks, Optometrist

Recognising that vision, may be a contributing factor to a child's difficulty with learning, depends on the Model of Vision that the individual optometrist and parent has.

If the parent thinks that eyesight is the only important aspect of vision and reports to the optometrist that they have not had any complaints about vision by the child, the optometrist may perform a routine test to evaluate how clearly the child sees in the distance, check that they are not too long-sighted, short-sighted or have astigmatism and then check the health of the eyes.

But if the parent understands that Vision is the sensori-motor system that guides movement and orchestrates the senses in our exploration and then conceptual understanding of the world, then so much more needs to be evaluated.

At its most fundamental level, aspects of vision are normally broken down into the following groups:

- Eye fixation.
- Eye focusing.
- Eye teaming (binocular vision).
- Visual perceptual skills.

**Fixation** is the ability to direct and maintain steady, central visual attention on a target. This basic skill is developed in infancy and refined through the early years.

Ocular motor skills are the neuro-muscular control skills developed to point the visual system on target and move it

to either follow a moving target (pursuit eye movements), or jump from one object to another (saccadic eye movements).

The infant moves from an initial reflexive movement using most of the body towards using the head to guide the visual system.

During the next few years the individual refines this movement system by learning to use eye muscles to replace head movement – an achievement important in visual readiness for school.

Without these skills, you can't move your eyes smoothly across a line of text on a page.

Scanning from letter to letter, word to word, looking ahead and predicting text, and moving from one line to the next are all complex eye movements involved in the task of reading.

If an individual has difficulty controlling eye movements they could often lose their place when reading, frequently guess words rather than recog-

nise them, need to use their finger to maintain their place, or exhibit other more subtle difficulties in visual information processing. Most commonly these difficulties interfere with "learning to read."

**Eye Teaming** (Binocular Fusion and Stereo Depth Perception) is the ability to coordinate and align the eyes precisely so that the brain can fuse the images from each eye as we look from place to place along a plane (such as when we are reading) or look from distance to near.

This skill has both a sensory and motor aspect. The sensory aspect is the brain's ability to put what each eye sees together. Even a slight misalignment causes difficulty with reduced attention and stamina for visual tasks, particularly reading.

Misalignment causes double vision or suppression of part of the vision of one eye, making precise tasks more tiring and often follows with avoidance of the task.

**Focusing Skills** is the abil-

ity to accurately focus and maintain clarity at a particular point (a word on a page) and the ability to rapidly change focus from one point to another (copying from the board to the brain).

This combined lens neuro-muscular system is a network integrating the eyes and the brain.

Most children are capable of a large amount of change in focus, but fine, accurate control breaks down more easily under stress. (cont'd p6)

About the author, Richard Shanks on p.6

**Disclaimer:**

EDUVAC/The Education Weekly does not necessarily support, endorse, or recommend any method, treatment, product, programme, or therapist for those with dyslexia, dyspraxia, dysgraphia, dyscalculia, or any other Autistic Spectrum Disorder.

However, we do seek to inform our readership, in the belief that you have a right to know about alternative products and services in the market, which may help your students and your own professional development.

If words looked like this, would reading be fun? Would you have to rest your eyes?



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NZ contact: Glenys Leadbeater, E-mail: [roglen.ldb@xtra.co.nz](mailto:roglen.ldb@xtra.co.nz)

International website - [www.braingym.org](http://www.braingym.org)

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tion fly and most importantly to be you.

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wisdom and adding a freshness to ideas – A book even more special to those who are 'different' because they are aware of their differences and need to know this can be a real blessing," says Marilynn McLachlan, author and editor of www.mumson-top.co.nz

Place your order now and discover for yourself the delights in I Love Myself.

## Some children with dyslexia have auditory processing disorder

(from p2)

to phoneme" mapping), and hence a phonological deficit is thought to be one of several possible causes of dyslexia.

Although it is hard to prove a causal link between auditory and/or phonological difficulties and reading problems, these difficulties clearly occur in many children.

Research at the University of Auckland has shown an overlap between APD and reading problems. In one study, 42 per cent of children who presented with suspected auditory deficits had APD as well as reading and language difficulties.

A randomised controlled trial of different treatments for APD conducted with these children by Dr Mridula Sharma and Drs Purdy and Kelly showed that auditory discrimination training and language therapy produced significant improvements in phonological awareness and nonword reading.

A "meta-analysis" of the literature conducted in 2003 by Dr Franck Ramus showed that, across 10 different studies exploring the link between auditory processing disorder and dyslexia, 39 per cent of adults and children with dyslexia also had poor auditory processing.

Interventions that are effective for APD, such as auditory training, language therapy

and personal FM systems, may be beneficial for some children with dyslexia.

In order to determine the best intervention approach, children with persistent reading difficulties should be assessed by a range of professionals, including a

speech language therapist, audiologist and educational psychologist.

For more information contact Dr Jennifer Smart, Dr Andrea Kelly or Dr Suzanne Purdy at the University of Auckland [audiology@auckland.ac.nz].

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- Prepare and meet with ERO with our Centre Licensee
- Plan for future development of the Centre

You will be fully qualified and experienced in Early Childhood education and staff management. You will have a good understanding of Early Childhood regulations and Te Whariki along with the ability to create an inspiring, educational and fun environment for our children.

This is a fantastic opportunity for someone to take responsibility and work within a great team with the additional benefit of being part of the Pumpkin Patch Group.

To apply online for this job, please visit <http://careers.pumpkinpatch.biz> and enter the job code 37981EW or post your application to Lynne Aim, Pumpkin Patch, Private Bag 94310, Pakuranga, Auckland



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## Dore's doors are open in New Zealand

(from p1)

administration.†The management accounts of Dore NZ as at 30 April, 2008 record that Dore NZ was trading profitably\*.

The Dore Centre has been operating a clinic in Greenlane Auckland since 2004 and last year opened in both Wellington and Christchurch to make treatment easier to access for families in the Lower North Island and South Island.

During Dyslexia Awareness week Dore specialists will be holding free seminars to update parents and educators on the latest information about learning difficulties in Greymouth, Levin, Tauranga, Masterton, Upper Hutt and Auckland.

For people wanting more information on the Dore Programme, please go to: www.dore.co.nz or call toll free 0508 367 369.

## Vision and its Role in Learning

(from p4)

About the author:

With a particular interest in the impact that visual difficulties have on learning in school, Richard Shanks, Optometrist, has consistently strived to keep up-to-date on the clinical advancements and understanding that optometry has to offer children struggling to learn.

In 1990 he joined the College of Optometric Vision Development (COVD), which is an organisation that has an interest in the visual performance and how it interacts with the academic and sporting potential of individuals, together with their quality of life.

In 1991 he became a Member of the Optometric Extension Program which is a non-profit organisation promoting the understanding of the development of vision throughout both childhood and adulthood.

In 1992 he was invited

to work under Prof. Harry Wachs in the Reading Centre of the George Washington University in Washington DC, who he worked with and studied under several times over the next few years.

Since returning to Barry and Sargent Optometrists in NZ he has completed the Certificate of Ocular Pharmacology at Auckland University in 1997 and the Behavioural Optometry Masters Paper at the University of New South Wales in Australia 1999.

He has continued his studies under the Australasian College of Behavioural Optometry and has finished his Fellowship for the College, by publishing a standardised test of visual spatial thinking for children between six and 10 years of age. He has recently retired from the Regional Director's role for the NZ Division of the Australasian College of Behavioural Optometry.

## Tips for Teachers

### AUDITORY-SEQUENTIAL Learners

Thinks primarily in words  
Has auditory strengths  
Relates well to time  
Is a step-by-step learner  
Learns by trial and error  
Progresses sequentially from easy to difficult material  
Is an analytical thinker  
Attends well to details  
Follows oral directions well  
Does well at arithmetic  
Learns phonics easily  
Can sound out spelling words  
Can write quickly and neatly  
Is well-organised  
Can show steps of work easily  
Excels at rote memorisation  
Has good auditory short-term memory  
May need some repetition to reinforce learning  
Learns well from instruction  
Learns in spite of emotional reactions  
Is comfortable with one right answer  
Develops fairly evenly  
Usually maintains high grades  
Enjoys algebra and chemistry  
Learns languages in class  
Is academically talented  
Is an early bloomer

### VISUAL-SPATIAL Learners

Thinks primarily in pictures  
Has visual strengths  
Relates well to space  
Is a whole-part learner  
Learns concepts all at once  
Learns complex concepts easily; struggles with easy skills  
Is a good synthesiser  
Sees the big picture; may miss details  
Reads maps well  
Is better at math reasoning than computation  
Learns whole words easily  
Must visualise words to spell them  
Prefers keyboarding to writing  
Creates unique methods of organisation  
Arrives at correct solutions intuitively  
Learns best by seeing relationships  
Has good long-term visual memory  
Learns concepts permanently; is turned off by drill and repetition  
Develops own methods of problem solving  
Is very sensitive to teachers' attitudes  
Generates unusual solutions to problems  
Develops quite asynchronously  
May have very uneven grades  
Enjoys geometry and physics  
Masters other languages through immersion  
Is creatively, mechanically, emotionally, or technologically gifted  
Is a late bloomer

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## ECE

### AUCKLAND

#### SAMOA MONI I LANA GAGANA AOGA AMATA (PRE-SCHOOL)

#### Qualified Teacher Required

Samoa Moni i Lana Gagana (Early Childhood Centre) based in Mangere Auckland is looking for a qualified **Early Childhood Teacher**.

The person must have a minimum National Diploma in ECE. Must have one year experience working in an Early Childhood Centre, fluent in Samoan Language and Culture.

If you are looking for a fresh start and enjoy working with children and an excellent team of teachers, apply now to: Licensee, PO Box 43208, 40 Bader Drive, Mangere, Auckland.

Applications must be in writing including curriculum vitae or E-mail copy to: Samoa.monii@xtra.co.nz Closing date: 30th June, 2008.

### WELLINGTON

#### PLAY SCHOOL EARLY LEARNING CENTRE JOHNSONVILLE

#### ECE Teacher

Applications are invited for a qualified **ECE Teacher** holding either a BE/DipTch (ECE) to join our dynamic team.

We are a full-time childcare centre catering for children six months to five years. This is a **Full-time Position** of 37.5 hours per week and we are looking for someone who is enthusiastic and passionate about working with children.

For more information please contact Olivia or Noeleen, Phone 04-478 4015. E-mail: playschool@xtra.co.nz

### CANTERBURY

#### ST ALBANS EDU-CARE CENTRE

#### Two Positions

Our community preschool requires **Two qualified Registered Teachers** to work with infants and toddlers daily 8.15 a.m.-4.15 p.m.

Special requirements are excellent communication, sense of humour, self-motivation, flexibility, and a natural passion to teach children in a homely environment.

Support provided towards registration. Centre covered under Consenting Parties Agreement.

For further information contact Heather Alderton, 3 Thames Street, St Albans. Phone 03-355 9396. E-mail: stalbans.educare@xtra.co.nz

## BISHOPDALE COMMUNITY PRESCHOOL

### Teaching Position

We currently have a **Teaching Position** in our **O2 area**, for approximately 25 hours per week. We offer our team the CP contract, EAP services, PD and Teacher Registration support.

We seek an educator with a minimum qualification of DipTch (ECE), who is passionate about working with young children. We are also interested in people wishing to enter into an education programme to gain an EC qualification.

Applications are to be made to: The Centre Manager, Box 20-149, Christchurch. Phone 03-359 7606. E-mail: bishopdale.preschool@xtra.co.nz

## Primary

### AUCKLAND

#### RED BEACH SCHOOL



#### Scale A Teachers

We are looking for **Two new Teachers** to join our amazing team, teaching **Year 5/6** classes. If you are an enthusiastic, committed Teacher who would like to work in a positive professional environment on the beautiful Hibiscus Coast, 30 minutes North of the Auckland Harbour Bridge, then we have the job for you. Both positions available from the beginning of Term Three.

Please apply in writing including a C.V. and the names of two referees to: The Principal, 20 Albert Hall Drive, Red Beach, Whangaparaoa or E-mail: principal@redbeach.school.nz Applications close Monday, 23rd June, 2008.

#### RANUI PRIMARY SCHOOL



#### Whanau Leader 1 MU

U6. Decile 2. We seek an enthusiastic **Leader** for our **Year 4 Whanau**. We require a person who has a passion and energy for working with Maori and Pasifika students.

The successful applicant will have strengths in Literacy, a focus on raising student achievement and the ability to develop quality learning partnerships with students and their whanau. Position comes with .1 release. Start date Term Three (negotiable).

Applications close 4.00 p.m. Monday 23rd June, 2008. Please send a C.V. and covering letter stating strengths and relevant experience to: The Principal, Stephanie Tawha, Ranui Station Road, Ranui. Phone 09-833 6386. E-mail: principal@ranui.school.nz

## MACLEANS PRIMARY SCHOOL



#### Part-time Classroom Teacher year 1/2

We are seeking to employ a Teacher with recent NZ experience who effectively incorporates ICT, Numeracy strategies and inquiry learning into class programmes.

The successful applicant will be responsible for the morning programme each day to release the A.P. for Reading Recovery and management responsibilities. Position commences Monday, 21st July, 2008.

Applications will be processed as they are received.

Applications, including C.V. and contacts for two professional referees to: Brian Bayly, Principal, Macleans Primary School, Wycherley Drive, Bucklands Beach. Phone 09-534 5191.

#### FREEMANS BAY PRIMARY SCHOOL



#### One Position, Scale A Fixed Term – New Entrant Teacher

We have a position available in our growing school. The position is **Fixed Term** until the end of the year. We are seeking a New Zealand Registered **Teacher** with up-to-date curriculum knowledge especially in Literacy and Numeracy to join our school team.

The successful applicant should be highly motivated, enthusiastic, and committed to student learning. Knowledge of assessment for learning pedagogy and a willingness to use an integrated curriculum approach would be desirable.

A readiness to work in a co-operative team environment is essential.

Starting 30th June, 2008. Applications close when the position is filled.

Applications are available from Janene Maskell, Executive Officer, janenem@freemansbay.school.nz or can be downloaded off the school website.

Please send your application form, C.V. and letter of application to: The Principal, Freemans Bay School, Wellington Street, Auckland. Phone 09-360 1572, Fax 09-378 7866. E-mail: principal@freemansbay.school.nz

## OUR LADY STAR OF THE SEA SCHOOL



#### Fixed Term Position August-December 2008 New Entrant

U6. Contributing. Roll: 578. Staffing: 26. Decile 9. Our roll continues to grow. We would like an interested and innovative classroom practitioner willing to be a respected team member. We are a learning community with high expectations who want the best for our children.

If you are the positive person to give our new entrants the best opportunity for learning then please apply.

Applications close Monday 30th June, 2008.

Information package available on website: www.starofthesea.school.nz and/or from: The Principal, Our Lady Star of the Sea School, 14 Oakridge Way, Howick, Auckland. Phone 09-538 0195, Fax 09-538 0196. E-mail: office@starofthesea.school.nz

#### GLENDOWIE PRIMARY SCHOOL

#### Two Positions

Decile 9. Well resourced, full primary. **Long Term Relief Position** for our **Year 1-2** area and **Permanent Position** for our **Year 3-4** area, both commencing Term Three.

We seek NZ Registered **Teachers** with excellent classroom management skills, competency in Literacy/Numeracy and supportive of our learning culture.

Our dynamic staff teach in a well resourced and attractive environment. Resources will include a new library, information centre, art room and intermediate block along with our existing full sized gymnasium and mini-hall.

We are authorised to teach the International Baccalaureate Primary Years Programme (PYP) but experience in this is not essential as excellent PD opportunities will be offered to teachers working in this exciting programme.

Applications close 20th June, 2008.

The general job description is available from the office. Please include a SAE if you wish your C.V. to be returned.

Letters of application with C.V. and the names of two referees should be sent to: The Principal, 217 Riddell Road, Glendowie, Auckland 1071. Phone/Fax 09-575 7374. E-mail: office@glendowieprimary.school.nz Website: www.glendowieprimary.school.nz



## Silverdale Normal

HAMILTON • PRINCIPAL • U5 DECILE 7 • ROLL 320

An opportunity has arisen for an innovative and dynamic leader. Seeking an appointee with a strong vision for primary education and preservice teacher education coupled with exceptional interpersonal qualities, and highly effective management and communication skills.

An excellent working knowledge of the NZ Curriculum is required and normal school experience would be an advantage.

Capacity to inspire and develop both students and staff to their full potential. We have two Montessori classrooms and a SE satellite unit on site.

The successful applicant is expected to take up the position at the start of term 4, but this may be negotiable.

APPLICATIONS CLOSE FRIDAY 4TH JULY, 2008

An information pack is available from

The School Office; ph: 07-856 7604

Email: bot@silverdale.school.nz



## Sunnydene School

### Deputy Principal, 4MU

#### U4 for students with intellectual disabilities

#### Mt Roskill, Auckland City

We need a highly motivated and competent person with effective communication skills. An expert working knowledge of special education in a specialised setting is essential.

Applications close 30th June, 2008

For more information Phone 09-620 7680

Please forward letter of application, C.V. and the names and contact details of two referees to:

The Principal, 48 Smallfield Avenue, Three Kings, Auckland 1042

Phone 09-620 7680, Fax 09-620 7793

E-mail: principal@sunnydene.school.nz

## WATERLEA SCHOOL

Long Term Reliever for Terms Three and Four, 2008

We offer an exciting opportunity to teach a **Year 4 Class** to a New Zealand Registered Teacher. You must be enthusiastic, motivated and prepared to work hard. Applications close 23rd June, 2008. Please forward C.V. and the names of two referees to: principal@waterlea.school.nz Phone 09-636 4233.

## PIGEON MOUNTAIN SCHOOL



Scale A Teacher

Pigeon Mountain School is a well resourced school with a strong team approach. The community is very supportive and our students are high achievers. We require a talented Teacher with recent NZ experience who is committed to making a difference. This position is a **Fixed Term, Year 6 Class**. To start at the beginning of Term Three. Closing date Monday 23rd June, 2008, at 4.00 p.m. To contact the school for more information, or to arrange a pre-application visit please contact Tracy Leader: tracyl@pigeon-mountain.school.nz Phone 09-534 9765, Ext. 804, Fax 09-534 9760. general@pigeon-mountain.school.nz

## STELLA MARIS PRIMARY SCHOOL



New Entrant Teacher

Position is available from 21st July, 2008. **Fixed Term** December 2008. We are inviting an enthusiastic and motivated Teacher to apply for the above position to join our dedicated team of staff in our innovative inquiry based learning community. This is a new position and applicants will need to display:

- A willingness to teach and support the religious instruction appropriate to the Special Catholic Character of our school.
- Have an up to date curriculum knowledge.
- Show strengths in Literacy, Numeracy and formative assessment.
- A willingness to participate in on-going professional development.
- Be New Zealand Registered. Please forward your C.V. with a covering letter to: Stella Maris Catholic Primary School, PO Box 103, Silverdale, HBC. Attention: Mrs Smith – Principal. Applications will close on Friday 27th June, 2008.

## ARDMORE SCHOOL



Permanent Teaching Position

A semi-rural, U5, full primary school five minutes from Papakura. We are seeking an enthusiastic NZ Registered Teacher to teach in our **Y1 Class** and replace our current Teacher who is moving overseas. Recent, relevant NZ teaching experience is desirable, as are strengths in Literacy and Numeracy. For more information, and to apply, contact: The Principal, Grant Barnes, Phone 09-299 6228.

## WATERVIEW PRIMARY SCHOOL



Team Leader 1MU

U4. Decile 2. We seek an aspiring Leader to teach in our **Y5-6 Class** and lead our senior team. Successful candidate will be highly motivated and committed, with a passion for teaching and learning. Professionalism, a sense of humour, ability to develop strong relationships and a proven record of successful classroom teaching and management are required. School visits encouraged. Applications close 4.00 p.m. Friday 20th June, 2008. Please make an appointment with Heather or Brett, Phone 09- 828 7227. Please send a letter of application outlining relevant strengths and experience, current C.V. and the names of three referees to: The Principal, 19 Oakley Avenue, Auckland. E-mail: principal@waterview.school.nz

## ROYAL OAK PRIMARY SCHOOL



Year Two Position

Contributing school. U6. **Fixed Term** appointment for 2008, Terms Three and Four. We are looking for an energetic, creative Teacher with a good understanding of NZ Core Curriculum. We are a school that values our Teachers and offers excellent support and P.D. to staff. We welcome visits from applicants. The position will start when we find the right Teacher. Please send a C.V. with names of two referees to: The Principal, Royal Oak Primary School, Chandler Avenue, Royal Oak, Auckland 1023. Phone 09- 624 2800, Fax 09-625 6624. E-mail: admin@rops.school.nz

## WAIKATO

### HUNTLY PRIMARY SCHOOL



Fixed Term Position – Terms Three and Four

We seek a skilled, experienced, energetic NZ Registered Teacher to join our supportive enthusiastic team. The successful applicant will be teaching in the junior school area initially. Not suitable for a Beginning Teacher. Applications close 23rd June, 2008. Send C.V. and names of two referees with a letter of application to: The Principal, Huntly Primary School, PO Box 261, Huntly. E-mail: office@huntlyprimary.school.nz

## BAY OF PLENTY

### WESTBROOK SCHOOL



Fixed Term Teaching Positions

We require **Three Teachers** to take up **Fixed Term Positions** in our Junior School from the beginning of Term Three. Please send your letter of interest and a current C.V. to: The Principal, Westbrook School, 362 Malfroy Road, Rotorua. Applications close at 3.00 p.m. Friday 20th June, 2008.

## CENTRAL WEST

### AHITTI SCHOOL

Scale A Position

Country teaching at its best. U1. Decile 5. Roll: 43. Two Teacher School. We are seeking another motivated and enthusiastic Teacher to teach the Senior class at this wonderful rural school. We have a focus on providing a strong foundation in Literacy and Numeracy. Position commencing Term Three, 2008. (or negotiable). We are close to the beautiful north Taranaki coast and the bush and only 40 minutes north of New Plymouth. A three bedroom School House is available. Applications close 19th June, 2008. Please forward C.V. and letter of application plus two referees contact details. Enquiries to: The Principal, Ahititi School, R.D. 48, Urenui, Taranaki. Phone/Fax 06-752 5890. E-mail: ahititi.school@xtra.co.nz

## Jubilee

**MASSEY HIGH SCHOOL** 40th Jubilee Reunion, Easter 2009. To register, E-mail: jubilee09@masseyhigh.school.nz or visit www.masseyhigh.school.nz/jubilee09

**ST TERESA'S PRIMARY SCHOOL** Reunion, proposed for August. If you are 60 or almost 60, having been in Form Two (Year Eight) in 1961, contact: Adrienne, 5 Kintara Place, Halswell, Christchurch 8025. Phone 03-322 7635 or E-mail: tubmad@xtra.co.nz

**FIELDING KINDERGARTEN** 50th Jubilee, 18th October, 2008. Contact: Becky Guilford, Phone 06-323 0335 or E-mail: fielding.kindergarten50th@hug.co.nz

## CENTRAL SOUTH

### KHANDALLAH SCHOOL



Fixed Term Position

Y0 board funded, **Fixed Term Position**. Applications are invited from enthusiastic, effective, motivated NZ Registered Teachers passionate about making sure our delightful children get the best possible start and are committed to working collaboratively as part of our junior team. Numeracy project experience an advantage. Commences Term Three through to end of 2008 school year. Applications close Monday, 23rd June, 2008. Please send application, C.V. and names and contact details of two referees to: The Principal, Khandallah School, Clark Street, Wellington. Phone 04-479 6685. Application pack available from: office@khandallah.school.nz or www.khandallah.school.nz

## CANTERBURY

### ASHBURTON INTERMEDIATE SCHOOL



Scale A Teacher

**Fixed Term Position**. Terms Three and Four, 2008. Please apply in writing stating curriculum strengths, experience and enclosing a current C.V. to: The Principal, Gavin Cooper, PO Box 294, Ashburton. Phone 03-308 9563 or 021-496 912.

## Jubilee

**DEVON INTERMEDIATE SCHOOL, NEW PLYMOUTH** 50th Jubilee, 24th-26th October, 2008. Registration forms available on school website: www.devonint.school.nz from 1st September with electronic payment on site. Advise name/maiden, current street, city and e-mail address and years at Devon. Contact school, Phone 06-758 5266. E-mail: colin.mcleod@devonint.school.nz

## Secondary

## NORTHLAND

### KAITAIA COLLEGE



Two Teaching Positions

1. **Junior English Position** – State supporting subjects. Actual Vacancy. **Long Term Relieving** – Maternity Leave Position. Start date beginning of Term Three, 2008 – 21st July, 2008.
2. **Te Reo Maori. Long Term Relieving**. Te Reo Maori to Senior and/or Junior level. Possibly some junior Food and Materials Technology. Positions should be eligible for a National relocation allowance. A school house or flat is available. Kaitiaki College is a co-educational school of 850 students from years 9-13. For a job description and application form Phone 09-408 0190, Ext 703. E-mail: eayre@kaitiakicollege.school.nz

## Vacancy Form

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ELIM CHRISTIAN COLLEGE

## Assistant HOD English 1MU

We provide a strong foundation of Christian values and character in a positive, disciplined, and focused academic environment. Ability to teach to NCEA Level 3. We require a highly motivated, experienced classroom practitioner with clear leadership aspirations. They must demonstrate a personal commitment to our Christian character and to the co-curricular life of the school. Commence Term 3 or by negotiation.

Applications close 20th June, 2008

Post or email your application and CV with a covering letter and referee contact details for your Christian character and professional ability to the Principal, Box 58-644, Greenmount, Auckland; email murraybu@elim.school.nz

# INTERNATIONAL

# Reading Breakthrough

\* Peer-reviewed and published study in Australian Journal of Learning Disabilities Vol.10 - No.2, 2005.

The CELLFIELD INTERVENTION is a computer based programme designed to assist children with reading disabilities.

Hundreds of children diagnosed with DYSLEXIA have made dramatic im-

provements after completing the programme. The intervention is undertaken at a CELLFIELD centre and comprises an intensive course of 10 one hour sessions conducted over a two week period.

The causes of reading disabilities involve auditory, visual and motor functions. CELLFIELD is a world first intervention that targets these pathways simultaneously with proven, powerful results.

Average reading comprehension gains of a year, and decoding gains of al-

most two years, have been achieved in less than a month with the CELLFIELD Intervention\*

There are now 13 CELLFIELD Centres throughout NZ with more about to open. Visit [www.cellfield.com](http://www.cellfield.com) for details, or Phone David Wardell, national director on 09-576 5390.

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Quality Mark

Quality Mark 2009-2010  
department for education and skills  
supporting quality supply teaching

## PITCAIRN ISLAND EDUCATION OFFICER

We are seeking to appoint an experienced and motivated NZ Registered teacher with proven administration skills to this multi-faceted position. This rare and challenging opportunity would appeal to a versatile individual or couple whose interests embrace not only teaching but also general community welfare and social development. Pitcairn Island, a British Overseas Territory, has a land area of about 5km<sup>2</sup>, a population of around 50, and is situated roughly half-way between Auckland and Panama in the upper sub-tropical belt. It has a generally amenable climate throughout the year and highly fertile soil.

The salary is within the U2 Principal scale. The appointment, which would be on contract, is for two years.

The Education Officer is in charge of the only school on the island and is the sole teacher. He/she is responsible to the non-resident Governor, through the Commissioner for the proper discharge of all duties. The school roll for 2009 is expected to be approximately five children between the ages of 5 and 15.

A comfortable three-bedroom house, equipped with furniture and furnishings is provided rent free. (Furniture storage in New Zealand is the appointee's responsibility.)

Free passage will be provided for the appointee and spouse from the appointee's home in New Zealand to Pitcairn Island and back to New Zealand on satisfactory completion of contract.

At the end of the first year of the contract free return passage will be provided for the appointee and spouse back to New Zealand for annual leave. This will normally be between early December 2009 to mid February 2010.

In addition to the normal school holidays, the Education Officer will, on satisfactory completion of the contract, be entitled to vacation leave on full salary (but without allowances) at the rate of 30 days for the second completed year of service.

The appointment will commence early in 2009, with the successful applicant required to leave New Zealand in or around February 2009, depending on the availability of shipping.

**Applications close 30th September, 2008**

A full information pack with application forms, can be downloaded from our website [www.government.pn](http://www.government.pn) or can be requested from:

The Commissioner for Pitcairn Islands, Pitcairn Islands Administration, Private Box 105696, Auckland

• Email: [admin@pitcairn.gov.pn](mailto:admin@pitcairn.gov.pn) • Phone: 09-366 0186



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### Information Seminars & Interview Days



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|---------------|------------------|----------------|--------------|
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| Tues July 8th | Tauranga         | Mon July 14th  | Napier       |
| Wed July 9th  | Hamilton         | Tues July 15th | Invercargill |
| Thu July 10th | Whangarei        | Wed July 16th  | Dunedin      |
| Thu July 10th | Palmerston North | Thu July 17th  | Christchurch |
| Fri July 11th | New Plymouth     | Fri July 18th  | Nelson       |

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