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Author(s): Rosemary Hipkins and Karen Vaughan, with Fiona Beals, Hilary Ferral, and Ben Gardiner

Year published: 2005

Publication type: Research report

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Ferral

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Author(s): [Cathy Wylie](#) and [Linda Bonne](#)

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Improving engagement and achievement for Year 11 Māori and Pasifika students [↗](#)

Author(s): [Celia Fleck](#)

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I am passionate about continually looking for ways to improve outcomes for students. I believe in the importance of being a connected educator, and in the responsibility we have to share our stories and learnings with one another. My involvement in the Sport in Education project has meant that I have been extremely fortunate to work alongside colleagues in my own school with whom I would not normally work. I have also been able to work with colleagues from other schools around New Zealand, and a fantastic team of researchers at NZCER. I am pleased to share this story in the hope that it may spark an interest, and provide a platform for others to explore similar approaches in their own teaching and learning environment.

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Let's talk about literacy: Preparing students for the transition to tertiary learning [↗](#)

Author(s): Lisa Emerson, with Ken Kilpin and Angela Feekery

Publication type:

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Developing historical empathy: Showing progress [↗](#)

Author(s): Martyn Davison, Mary Hill, and Claire

Sinnema

Publication type:

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This article draws on an empirical study that suggests useful practical strategies for representing progression in history, especially regarding historical empathy. It also demonstrates how teachers can both guide and involve students in working with these representations, thereby encouraging students to make sense of, and gauge, their own progress. In doing so it sets out the case for educators having better knowledge of progression in the learning of historical concepts and better ways of showing that progression.

[Martyn Davison](#)

[Mary Hill](#)

This article draws on an empirical study that suggests useful practical strategies for representing progression in history, especially regarding historical empathy. It also demonstrates how teachers can both guide and involve students in working with these representations, thereby encouraging students to make sense of, and gauge, their own progress. In doing so it sets out the case for educators having better knowledge of progression in the learning of historical concepts and better ways of showing that progression.

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PO Box 3237
Level 10, West Block
Education House
178-182 Willis Street
Wellington

Sales: +64 4 802 1450
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Math contributes to English and English is pointless, If there were no math there wouldn't be science and humans would be nothing. I believe math and science are the most important subjects and us humans are completely dependent on them and without them, We would be struggling and humans would be nothing. Posted by: englishisdumb. Report Post. I have to say that English is much better than maths. If you cant do English then you cant do math word problems. Children at my school say they love English then maths because its fun and interesting unlike maths which is just numbers. For example, cashiers at stores would need to know how much change to give a customer. Without the proper teaching of math, it would take a very long time for that person to get their change.