EDITOR:
Catherine Lang
Greg Lee (from 2008)

EDITORIAL COMMITTEE:
Marilyn Blakeney-Williams
Nigel Calder
Ken Carr
Catherine Lang
Greg Lee
Howard Lee
Merilyn Taylor
Hine Waitere

Cover Design and Illustrations
Donn Ratana

Layout and Design
Barbara Hudson

Editorial correspondence and manuscripts submitted for publication should be addressed to:
Greg Lee
School of Education
The University of Waikato
Private Bag 3105, Hamilton
New Zealand
email: educgdl@waikato.ac.nz

Website:
http://education.waikato.ac.nz/research/publication/

Books for review should be sent to the editor.

Business correspondence:
orders, back orders, subscriptions, payments and other enquires should be sent to:
Teachers and Curriculum
Hamilton Education Resource Centre
PO Box 1387
Hamilton
email: janh@waikato.ac.nz

Subscriptions:
within New Zealand $22 (includes postage)\noverseas $40 (includes postage)

Copyright:
School of Education
The University of Waikato

Volume 10 2007

Contents

Editorial
Catherine Lang 3

Opinion
Reflections on educational change in New Zealand
Noeline Alcorn 5

Four Māori girls and mathemetics: What can we learn from them?
Merilyn Taylor, Ngarewa Hawera, Jenny Young-Loveridge & Sashi Sharma 9

Is the PROBE reading assessment an effective measure of reading comprehension?
Qin Chen & Ken E. Blaiklock 15

Scholarship in the design of curriculum and the professional practice of tertiary teaching – a personal perspective
Anne Hume 21

Learning styles and other modern myths
Ivan Snook 29

Comment
Some reflections on the New Zealand Curriculum, 2007
Gregory Lee & Howard Lee 35

The timid curriculum
Ivan Snook 39

Comment on the New Zealand Curriculum
Irene Cooper & Sandra Aikin 43

Social Sciences in the New Zealand Curriculum: A case of arrested development?
Mediating challenges ahead
Philippa Hunter 47

Health and Physical Education and the New Zealand Curriculum 2007: Ongoing challenges
Katie Fitzpatrick 51

Twenty-first century schools with nineteenth and twentieth century curriculum and tools
Nadine Ballam 55

Book Review
The hidden lives of learners, by Graham Nuthall
Reviewed by Colin Gibbs 59
**Teachers and Curriculum** is an annual publication of the School of Education, The University of Waikato, Hamilton, New Zealand.

It includes articles about curriculum issues, research in the area of curriculum and informed curriculum practice. Reviews of curriculum related books may also be included.

The Opinion item is contributed by a leading New Zealand educationalist.

ISSN 1174-2208

**Notes for Contributors**

*Teachers and Curriculum* provides an avenue for the publication of papers that:

- raise important issues to do with the curriculum
- report on research in the area of curriculum
- provide examples of informed curriculum practice
- review books that have a curriculum focus.

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers and other educators who have a special interest in curriculum matters. Papers on research may be full papers, or if time or space is at a premium, research notes, that is a 2,000 word summary.

**Submitting articles for publication**

The editorial committee encourages contributors to ask colleagues to comment on their manuscripts, from an editorial point of view, before submission for publication.

**Length**

Manuscripts should not normally exceed 7,000 words, including references and appendices. An abstract must be provided. Abstracts should not be more than 100 words.

**Method of submitting a paper**

Please provide copy in 12 point type in a font compatible with the use of macrons (preferably Helvetica Maori or Times Maori) with line and a half spacing for the main text, and with 20 mm margins on all edges. Word files are preferred. Please do not include running headers or footers. Follow the style of referencing in the Publication Manual of the American Psychological Association (APA), 5th edition with references in a reference list at the end of the manuscript, rather than footnotes. Manuscripts not submitted in accordance with the above guidelines will be returned to authors for amendment.

**Covering Letter**

When submitting a manuscript to *Teachers and Curriculum*, authors must, for ethical and copyright reasons, include in a covering letter a statement confirming that (a) the material has not been published elsewhere, and (b) the manuscript is not currently under consideration with any other publisher.

**Date for Submission**

Manuscripts may be submitted at any time.

**Copyright**

Copyright of articles published in *Teachers and Curriculum* rests with the School of Education, The University of Waikato. Requests to reprint articles, or parts of articles must be made to the Editor via the Hamilton Education Resource Centre. Email: barbh@waikato.ac.nz

---

**Acknowledgement of Reviewers**

We wish to thank the following people who reviewed for this edition of *Teachers and Curriculum*. Asterisks indicate reviewers who contributed more than one review.

Guy Broadley
Ken Carr
Wendy Carss
Gail Cawkwell
Linda Daniell
Colin Gibbs*
Ted Glynn
Paul Keown
Catherine Lang*
Greg Lee*
Peggy Lee
Clive McGee*
Colleen McMurchy-Pilkington
Ally Sewell
Gordon Suddaby
Firstly, let me apologise to our readers for the delay in the publication of the 2007 issue of Teachers and Curriculum. However I’m sure you’ll agree the delay is worthwhile. The editorial committee wanted to give those who had commented on the 2006 draft of the New Zealand Curriculum the opportunity to comment on the New Zealand Curriculum 2007, which necessitated the delay. We have in this edition a significant number of articles and comment pieces that critique and record curriculum leaders’ responses to the 2007 document.

Noeline Alcorn’s opinion piece reflects on educational change in New Zealand and nicely foregrounds the items on curriculum change that make up the bulk of this issue.

Greg and Howard Lee look with skepticism at what they term taken-for-granted assumptions regarding the particular key competencies, learning areas, principles and values in the document, and discuss curricular longevity and rapid change. Ivan Snook describes the 2007 document as “timid”, backward-looking and unable to address significant issues that face us in the twenty-first century. Irene Cooper and Sandra Akin from NZEI continue the conversation begun in the 2006 issue of Teachers and Curriculum, about the importance of teacher and school engagement with any new curriculum document, and discuss the concomitant funding and workload issues that they see will inevitably arise for teachers in curriculum implementation.

Philippa Hunter looks specifically at the social sciences learning area and asserts that this area reflects a kind of “arrested development” within the curriculum. Katie Fitzpatrick follows her 2006 critique of the draft document with a focus on the notion of hauora, one of the underlying concepts in health and physical education.

As well we have a lively article by Ivan Snook on the myths of learning styles and other educational fads, and a ‘blue skies’ look by Nadine Ballam at what a twenty-first century curriculum might be like. Merilyn Taylor, Ngarewa Hawera, Jenny Young-Loveridge and Sashi Sharma describe their research on Māori girls’ voices in mathematics classes. Qin Chen and Ken Blaiklock examine the PROBE reading assessment’s effectiveness as a measure of reading comprehension; and Anne Hume provides a thoughtful piece on her self-study of teaching secondary science teachers in an initial teacher education programme.

Colin Gibbs reviews Graham Nuthall’s The hidden lives of learners — a book which makes a rich contribution to our understandings as teachers.

This is my last editorial for Teachers and Curriculum. Greg Lee will take over the editorship from the 2008 edition. I wish to note here my thanks to Fred Biddulph and Sherrin Jefferies, who are stepping down from their roles on the editorial committee. It is timely here to honour Fred Biddulph and Jeanne Biddulph for their foresight when they initiated Teachers and Curriculum in 1997. Their vision was to establish a vehicle for curriculum critique. They said in their editorial in the first edition,

*The school curriculum is not a set of infallible truths handed down from some authority. Rather it is a human construction put together, in the final analysis, by selected ‘experts’, all teachers and all learners… In our view, the curriculum does not figure prominently enough in educational debate at present. It does not*
Arguably the curriculum has featured significantly in recent education debate. The current editorial committee believes that Teachers and Curriculum has played an ongoing part in this debate and that it continues to assist in putting curriculum at the heart of discussion about education.