**HBETA 14th July**

* Welcome to William Barnes new to area (Kura Kaupapa).
* Last meeting’s minutes are on the wiki and are a true and accurate representation.
* Two packages of $250 for Dunedin conference won by J. Jones, Karen Wilson; congratulations.
* Jumbo day; expect updates regarding speaker. Regarding best practice workshops: it’s a good idea split dept. up to cover range of presenters as the presenter’s messages vary.
* National Excellence in Teaching Award to Jo Morris, congratulations.
* John Mackenzie comp: will bring to week 6 of Term 3. No handwritten pieces, please. Same rules as last year, Moira will post out. Was no discussion about problems regarding rules, just timing, so that’s all that’s been changed.
* Next meeting at Iona; contact Marian Meade if you have suggestions as to who to invite to speak.
* Iain McGilcrest as speaker, facilitator for Level 3 and 2 learning guides, among many other things.

**Running Commmentary From Iain’s Presentation: Co-constructing a Negotiated Understanding**

* “Up and down” lessons not ideal: the sage on the stage (you write notes up, they’d copy it down). Very few teachers teach this way now, so what do we actually do? Define learning: all descriptors are active not passive: form an idea, revisit an idea, change someone else’s mind etc. Don’t spoon feed, but lead to the cutlery draw.
* Idea that students actually power down in lessons, far from ideal: this occurs in chalk and talk lessons where ‘learning’ is passive, and is really about recall and regurgitation.
* How do we take a constructivist approach? This means you build lessons cooperatively with students. Idea of guide on the side not workable either as students don’t know what they don’t know. Approach is collaborative.
* Co-construction of discussion. Use starters like: I want to hear from James, Sarah and John. Before they contribute does anyone want to start? I’ll be picking on you soon, Sam. I’ll come back to you so collect your thoughts. Who agrees with Julie’s interpretation? Who can develop it further, who disagrees etc. Here’s an idea; I want you to come with arguments against it. Who’s got an example to support that idea?
* Run discussion as a debate. Use a collaborator to plant ideas. Get students to swap ideas. Model this: I like what Nice is saying, but I also like what Sam is saying etc.
* Thinking of mindmaps etc, why not use these templates for discussion: This language technique is effective because, this is significant because, this helps us understand the author’s purpose by, moreover, furthermore, additionally, alternatively, ...these words are outside of usual expression so elevates tone of essays as well. Also maintains the formal academic language and they get adept at using them.
* Intro to poem Eugene Onegin (Byronic hero convention). Russia’s Shakespeare.
* Construct resources: LMS, weebly, Googledocs, Facebook, post-itnotes/whiteboard markers on windows etc, a living dictionary: use a kid who fiddles with phone and everytime a tricky word is used they look up and record definition.
* Create resources and post to FB, using rules: formal voice, being supportive etc.
* Write a contents page in googledoc or word and get students to write one page to each heading, posting URLs for sources and making into hyperlinks etc. Go view-sidebar-docmap. Automatic contents page for large docs. Can be alternative to FB if blocked at your school.
* Risk of not letting students exercise personal choice is disengagement. Benefits: is collaborative/builds relationships, ownership/esteem, active not passive, requires thinking, available 24/7, authentic audience, can be public, zeitgeist. More closely echoes the curriculum.
* Managing use of laptops: say “dip your lids” to 45 degree angle.