**HBETA Meeting**

Thursday 4th August 2011

Napier Girls High School 4pm

1. Apologies - John Bird, Jo Morris, Hamish Crafer, Sarah Massey and Kelly Faulkner.
2. No matters arising from the previous meeting minutes.
3. Correspondence – Propose to send three letters. Jo Morris to congratulate her on her appointment as President of the NZATE. Emma Sharland and Annabel Harris to thank them for Chairing the HBETA Meetings. **Motion passed.**
4. Rod Dowling from Lindisfarne College proposed that we write a letter to request a change in the times for the English Cluster meeting with the Regional Advisor. In other regions they have a full day. For some reason we now meet from 1pm to 5pm. There is not a lot of difference in terms of time, however, it is difficult to teach for a morning and then work through to 5pm. We will send letter to Neil Swindells to propose the change in times. **Motion passed**.
5. NZATE Resources – A reminder that NZATE have developed resources for the new Level 1 Standards. There are exemplars for the personal reading standard, exemplars for the new oral standard and tasks for all Level 1 standards available. To order these you need to go to the NZATE website. <http://www.nzate.co.nz/resources>
6. Election of new Chairperson – Moira Scammell was nominated and elected as the new Chairperson of HBETA. It was a unanimous vote.
7. Bill Manhire – Putting out an exercise book about Creative Writing. Purpose to help secondary teachers teach English. This will be published in November this year.

We still need someone to run the Poetry/Short Story Competition for our region. Kirsty van Rijk has volunteered to assist not run Poetry/Short story competition. Below is the item from the previous HBETA regarding this matter.

Item 5 from Term 4 2010 HBETA Meeting.

1. Future of the John McKenzie Poetry Prize yrs 11-13– continue? Different comp? Abandon? Poetic Writing – Lyndie said not extra task if we use creative writing already used for assessments. Outside judge good. Margie Griffiths (NBHS) asked for more publicity and promotion with detail about the competition. Jo supporting poetic writing. Hamish – a living competition and in favour of good writing winning, could include creative non-fiction. Who can organise it/judge and collate? Lyndie put motion forward to change to John McKenzie Poetic Writing Prize, Jo seconded. **All in favour**. Marty to be consulted before roles specified. Also Christine McKenzie. Hamish will take these on as action points. Hamish to speak at next meeting. Rebecca interested. Jo proposing motion to employ outside judges.
2. The next Meeting will be at Taradale High School. Date TBC

***Speaker Kate Meade, Ideas and strategies for encouraging a more critical response to literature - Progression from junior to Level 3 to Scholarship essay arguments.***

*The documents Kate spoke to will be posted on the Wiki to support these notes.*

* It’s about those kids that are only getting Merit even though they knew their content. Students are taking English rich subjects rather than English because they find it too hard to do English at that Level.
* Rather than teaching the content then doing the Essay at the end, they are developing the response throughout.
* Her experience from marking 3.2 that led to these ideas and this presentation.
* Focus every discussion about literature in the classroom around their response to the text.
* Take the energy and response from the wide reading standards to the literature essays.
* Focus on Blooms Taxonomy – evaluating and creating.
* Don’t just focus on the knowledge and understanding for the mid to low band kids. They still need the fun and stimulation of creating and evaluating.
* Focus on the students’ own statements first. What were their responses (they are the audience) then follow through to how the director gave them that response. The ‘how’ and ‘why’ they have their response.
* One issue is the way the students look at the question. Start by looking at the scope of the question. (this is vital)
* Look at Level 1 - 2 - 3 questions and look at the progression. This allows them to see the development required.
* If the question is a statement, turn it into a question. Look very closely at the instructional verbs. Do a lot of work on synonyms. Put together a word bank. Tone feeling word bank is an example.
* It is very important to offer a thesis statement in the introduction, rather than rewording the question. The essay should be thesis driven.
* ‘To what extent’ is very important the student must make a stand. It is very difficult to be persuasive if you are sitting on the fence.
* Text choice is very important. Give students a text that they can have a strong opinion about. Choose something that is going to have impact on them and have relevance to them. Look for shades of gray so students can debate issues, defend positions etc.
* Original thinking is about students’ ability to refresh, rework, or reword information they have learned.
* Use Y charts – What you see, what you hear and what you think or feel.
* Three level reading guides should be used from junior level.
* It is very valuable to use the personal reading responses and use this to feed into their literature responses.
* Developing links between text etc right through from junior levels.
* Develop recipe boxes of all of the texts they have studied right from the junior level to look at all of the texts they have studied. Level 1 connections standard is great for this.
* Context of reader and writer should be introduced a lot earlier than Level Three.
* Structure your argument. TEE PEE – Very important to balance the TEE and PEE, too much of one or the other will unbalance their essay.
* Looking at the examples, the marker has stated that each paragraph is clear. Using the Zoom In - Zoom Out method.
* Using ‘I, me, us is fine in a literature essay. It is important to show engagement with the text.
* The Counterfeiters, was a great film to teach. Great film because it deals with dilemmas.