

Term 2 2006 Newsletter

From the President

I am pleased to present the 2006 President's Report at this the 7th Annual General Meeting of the Middle Years of Schooling Association.

It has again been another active and productive year for the Association. Whilst the core business of the Association continues to be the promotion of the education, development and growth of young adolescents, the focus has been on providing services to members through newsletters, journals, professional development activities and support for Regional Networks.

The Association has had an active Management Committee, an Executive Officer and a strong Regional Network to pursue our mission and goals. I would like to thank all these people for their commitment to middle schooling and their efforts in continuing the important work of the Association. In particular, I wish to acknowledge the hard work and support of our Executive Officer Ms Susan Hearfield and the valuable service she offers to the Association.

During the past twelve months, MYSA has continued to grow as an Association, both in memberships and the range of activities offered both within Queensland and at a Regional level across the nation. Membership has grown to a total 511 members, which includes two life members, 21 Concessional members, 199 Individual members and 285 Institutional members. However, with this growth comes the need for us as an Association to review our organisational structures and areas of responsibilities to ensure an effective and efficient service continues to be provided to members into the future.

MYSA has continued to promote the achievements and efforts of those involved in meeting the developmental needs of young adolescents during 2005/2006. Regional conferences and workshops in a number of regions have proven to be a very effective means of doing this. The popular School's Showcase activities have also given many schools the opportunity to share their work with others.

In addition, the Association's newsletters and Australian

Journal of Middle Schooling continue to provide an avenue through which the achievements and efforts of young adolescents and those involved in their education can be promoted. Further to this, MYSA has maintained its sponsorship of awards for pre-service teacher education at UQ and QUT in the area of Middle Schooling as well as provided support for the Middle Years category at the Teen Challenge Student of the Year Awards.

In the last 12 months MYSA has also sought to provide a voice for those interested in, and committed to, the education, development and growth of young adolescents through a range of activities. The establishment of new Regional Networks in Sydney, Victoria and Keppel Coast further emphasises the growing interest there is in middle schooling and indeed the growth of MYSA from a Queensland-based association to a national association.

Regional conferences in Rockhampton, Toowoomba and Newcastle, and others planned for Mackay and Victoria later this year, provide opportunities for those committed to middle schooling to showcase their stories and successes.

The Middle Years Leaders Workshops which were held around Queensland and in Newcastle have also provided a tremendous opportunity and forum for educators to learn and share essential middle schooling practices.

Planning for the 2007 International MYSA Conference is well underway. The conference will be held at Conrad Jupiters on the Gold Coast from 17 to 19 May 2007, with the title for the conference: *Middle Schooling – Reaching new heights. Building our future.* I would also like to acknowledge and thank the staff from ICMS for their coordination and promotion of the 2005 conference. We look forward to working with them in the planning and staging of the 2007 International MYSA Conference.

During 2005/2006 MYSA has also commenced investigations into how, as an association, we can identify and encourage relevant research into education in the middle years of schooling. To date, the Management Committee has held some initial discussions with Universities regards possible partnerships in research projects.



In an effort to develop a sound organisational structure and to provide future direction for the Association, two important documents have been produced, they are the 2006 – 2008 Strategic and Operational Plan, and the Regional Network guidelines.

The work of the Association has continued to be enhanced by the ongoing work of MYSA's Executive Officer, Susan Hearfield, who continues to play a key role in supporting Regional Networks and promoting the ideals of the Association. In addition, the Executive Officer has been further supported by the Management Committee, which has met regularly on the second Wednesday of each month during 2006. This is slightly different to the arrangement in 2005 where the Committee met every six weeks. It is also important to note that at the end of 2005 the MYSA office was relocated from Indooroopilly SHS to Kelvin Grove State College. The Association wishes to express its appreciation to Indooroopilly SHS for their support of MYSA during the time our office was located at its site.

In an effort to inform educators, parents/carers and the wider community about the nature of responsive education in the middle years of schooling, MYSA has sought membership of, or representation on, a variety of educational groups and forums, such as the QCAR Reference Group, National Education Forum, NIQTSL Conference, JCQTA and QMYSCC.

This has also been enhanced through MYSA presentations and trade displays at conferences and workshops. These include the ACSA Conference, QUT Conference for final year students Griffith University presentation, WA International Conference and the New Zealand Middle Schooling Conference.

In conclusion I would like to thank our Executive Officer, Susan Hearfield, and the Management Committee for their friendship, professionalism and ongoing commitment to the Association. Susan, Sue, Eleanor,

Peter, Neil, Nanette, Jane, Amanda, Tony and Lisa – thank you. I wish the in-coming Committee every success over the next 12 months as they pursue the vision and goals of MYSA, and continue the efforts to bring about appropriate reform in our schools and education systems.

Executive Officer's Report Susan Hearfield

How often do we ask young people in the middle years of schooling what they value, what issues are of importance to them, where they turn to for advice/support, who they admire ...? Mission Australia conducts an annual Youth Survey, the report being available on www.missionaustralia.com.au. You may consider encouraging your students to participate in the current survey — their responses might provide insights for you also! The Mission Australia National Manager for Research and Policy, Anne Hampshire, was the keynote speaker at the recent MYSA Regional Conference in Toowoomba where she presented a summary of the responses in 2005, focusing on 11—14 year olds.

Regional activities this term have included workshops in Newcastle and a one-day conference is planned for Melbourne on 1 September (see page 4). Please contact your Regional Coordinator for details of activities in your area.

A reminder—the Newsletter will be sent electronically in future, unless you advise us otherwise — see enclosed form.

Happy reading, and we look forward to your continuing contributions.

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Hook, Line and Sinker ... a Middle Years Approach

Jen Chaplin
Ipswich State High School

I had totally expected a stress-filled first year of teaching, coming from the comforting walls of academia. I'd heard all sorts of stories, including being up all night writing detailed lesson plans, meeting curriculum standards, marking till my eyes fell out. Well, most of that has been true, but what I least expected was my never-ending search for a ... hook! No, I'm not talking about getting the kids interested in fly fishing I'm talking about snagging the interest of the students, motivating and engaging them in what I have to say. This concept is no surprise for seasoned teachers out there. But as a new teacher my question was: *To what lengths does one have to go to make it happen?*

Some of my more adventurous experiments have extended to teaching students about aromatherapy as a method of relaxation and preparation for study. A few of my past professions continue to creep into my classes! The fabulous side effect of this experiment was an incredibly docile group of teenagers who insisted I had drugged them in some way. This tactic was inspired by a literacy program being run at Ipswich High called *Brainworks*. This is a Year 8 and 9 literacy unit that affirms different approaches to information retention and personal study strategies. All this is interspersed with very interesting and tangible facts about how and why the brain works and develops at this stage in a student's life. This positive approach to adolescent anomalies informs and indirectly normalizes the confusing experiences adolescents often have while their bodies are growing the all-important neurological pathways needed to launch into adulthood.

Complimenting my search for lures at Ipswich High is my accessibility to a laptop and data projector. My school is fortunate enough to be part of the *Computers for Teachers* scheme, an excellent program that allows my budding techno side to express itself, and each teaching block has access to associated hardware. As well as having a visual need to articulate myself, I have found students are more easily engaged in information that has not only words but pictures, sounds and even video streaming to get the message across.

The next strategy in my tackle box is the element of surprise. Having a good sense of humour and a big sense of the dramatic, I try to stay left field of what they expect from most other teachers. I think the greatest compliment to date is: *Miss, you're scary!* Not in a disciplinary way but in an unexpected way. As an example, on any given day the roll may be called in an accent that is appropriate for the day of the week, month or season. (A very bad Irish—Scottish is my favourite; I admit I am shamelessly a dag.) Or, students may enter a room to find it filled with Middle Eastern or indigenous music, whatever seems quirky or appropriate to the lesson.

Why I do this may seem intangible or frivolous to some. But my teaching strategies ask students to think about what the norm is and what it is to be who they are. This allows them to rethink, reconsider, expand and explore what else the world has to offer. I believe it is my job to continue to reinvent myself to meet the needs of my students, because if students get what they have always got (i.e. the same teaching styles and content), they'll do what they have always done and in turn be ill-prepared for the composite work place that will face them in the future.

First term into my new profession, what is my final insightful bottom line? Well, some days you float and some days you sink, and that's just the nature of the tide. On some very special days you get to swim as a school of fish, all heading in the same direction. But all too often I still feel like bait on a hook, waiting to be eaten alive.

Happy fishing!

(Jen was a recipient of the 2005 MYSA Award for Academic Excellence awarded by QUT's Faculty of Education.)

 * **Important Notice re Newsletter** *
 * **Distribution** *
 * The method of Newsletter distribution *
 * will change from Term 3 2006. *
 * See enclosed form for more details. *



Meaty Chunks for Year 9 Leadership

Northside Christian College has established a culture of Year 9 leadership that now follows a well-established process for leadership education, selection, induction and student action.

We are always keen to see the captains actually lead meaningful projects, events, fundraising and activities throughout the year and undergo weekly mentorship with the Middle School Coordinators. Students oversee more than 10 student-directed or initiated groups with a particular focus in mind and help those groups to see their ideas through to fruition.

In turn, the Year 9 captains are directly answerable to the Middle School Coordinators and are given a high level of responsibility in the Middle School. During meetings, they have their leadership skills sharpened, learn about people and task management and take formal minutes of meetings for distribution and action.

For the first time this year, one Year 9 student was given the role of 'events coordinator' and, at the request of the captains and Middle School Coordinators, helps to see school wide initiatives off the ground as required. As well as regular annual events such as the 'battle of the bands', fundraising events, visits to local primary schools for Year 9 students taking RE lessons and free dress days, this role and that of the captains ensures that staff and other Year 9 leaders are supported organisationally.

One special initiative was a "Kool 2B kind week" which was originally seeded by our school counsellor as a day event but expanded into a week long event by the time the captains got a hold of it! It eventually involved special lesson segments in classes, badge making and selling at lunchtimes and culminated in a mass balloon launch (with positive messages attached!) on the Friday. The extent of this would not have been possible without their leadership and organisation.

Secondly, we have taken to having "old school" assemblies on Thursdays, where messages are read out, announcements are given and a reflective message brought to the entire Middle School out in the courtyard. The only difference is

that it is all organised and run by the Year 9 captains. There is not a teacher up front at all. Students complete a running sheet, delegate tasks, set up PA, organise classes and do almost all the speaking. They have their own pigeon holes and staff must request a slot no later than the day before (in writing!).

The impact on the Middle School is amazing. The students feel ownership and responsibility in their school and it rises and falls on their abilities as leaders. More importantly, it sows another seed into the culture of leadership that moves Middle School students into meaningful and productive leadership roles.

Mick Wilkinson

Northside Christian College, Queensland



Victorian Conference

**Putting the 'E' Back Into Education:
Engage,emt
Enthusiasm
Enrichment**

Friday, 1 September 2006

Rydges
Melbourne

Generation Y @ Northern Beaches Christian School

Jenny Exton
Northern Beaches Christian School,
New South Wales

Mention the terms *future, commitment, career and saving* and many young adolescents internally roll their eyes, switch off and think 'generation gap'. It seems, to our children, that these concepts are folk tales from ancient times. According to Bernard Salt's latest book, *The Big Picture (2006)*, Generation Y is the generation into which our secondary students loosely fall. Salt espouses that the traits of Ys are enormously different from their parents' generation. Ys communicate predominately using SMS and MSN, they think that being totally 'random' is a positive personal attribute, they do not commit as they may be given a better offer and when they want something they acquire it immediately.

Goal Setting – A thing of the past?

Initially the primary concern for me, when reading on the subject of Generation Y, was recognising that they generally do not seem to set long term goals. Today's world offers an unpredictable future into which few want to plan. But how can they possibly achieve success without goals? We know that people with goals succeed because they know where they are going. We all want our students to succeed and to achieve their own personal best.

We are aware that the secret of success is not only in setting goals but following up with hard work in order to achieve the desired result. Theodore Roosevelt summed this up by saying "Work hard – nothing worth gaining was ever gained without effort". We have seen or personally experienced the positive effect of sheer hard work, perseverance and patience. When working towards improving our fitness, losing weight, completing further education, rearing great kids or building positive relationships we have verified that setting goals and working towards achieving them is what gives us focus and direction.

At Northern Beaches Christian School in Terrey Hills, New South Wales, our focus is indicated by a Mission and Vision Statement, as do many organisations and businesses. Individually, the staff at Northern Beaches has been encouraged to write

personal mission statements and goals for this year. Goals help to set direction and generate a measure to maintain our focus.

Aiming for a target with Ys

Don't shy away from expecting, encouraging and challenging Ys to consider their individual potential to develop. As students enter secondary school the accountability shifts from the class teacher setting the educational focus to it being both the teacher and individual young adult's task. It is time for the students to claim responsibility and to confirm that they are maturing into independent, self regulating young men and women. It is all part of the growing up and maturing process.

This term, I have challenged the middle years students to set for themselves a realistic and achievable target. This will challenge those who have not independently owned their education previously. The students, in their Care Groups, have been recording the area of learning that they are targeting this term. For some their target may be to focus on a particular subject that they would like to improve, others may be targeting their assessment results and some may be targeting their focus on the set tasks in class. The middle years diary has pages set apart for the purpose of writing targets, a plan of action and evaluating the achievements, successes and failures each term. However, it is significant to remember Thomas Edison's comment regarding failures, "I have not failed. I've just found 10, 000 ways that won't work".

It seems that Ys want us to be direct, say it as it is and be specific. If that is their language, then let's join them and encourage them to forget the seemingly too hard to achieve long term goals and focus on specific targets. For targets to be achieved, they need to be realistic and manageable. Working towards achieving a target teaches perseverance, patience, diligence, commitment, good work ethics and the ability to know you can make a difference. It has been said that the greatest waste in the world is the difference between what we are and what we could become.

Pioneering Arts in the Middle Years – Pioneer State High School

Susan Monaghan
Pioneer State High School

Pioneer State High School, Mackay, Queensland, in conjunction with Eimeo Road State School, Beaconsfield State School, Andergrove State School and Bucasia State School, has been running a Middle Schooling Transition Project over the past six weeks. This project was funded in part by the Mackay Regional Office in conjunction with Pioneer SHS and provided performance opportunities for some of our most talented students. Six students from each primary school (two each from Drama, Dance and Music) were paired with a high school student for the duration of the project.

A month ago, Pioneer State High School toured Eimeo, Beaconsfield, Andergrove and Bucasia State Schools with their stage band, drama and dance group. The purpose of the tour was to showcase the great work that Pioneer Arts students produce and introduce the transition team to the selected primary school students. Over the next three weeks, the transition team worked together at Pioneer to get ready for their culminating activities. Each group developed their own performance item or items. The music students selected their concert band piece, conducted and rehearsed each Thursday. The dance students selected their music, choreographed their dance and rehearsed. The drama students worked in pairs, one high school student with one primary school student, selected their scripts and rehearsed their characters.

Most recently, the team of students performed at Pioneer's Open Day to parents and members of the general public. The culminating activity occurs as students (all primary and high school students involved in the program) again tour the primary schools to showcase the work that they have prepared in the transition.

The program has been a huge success. The students from the primary schools stated that the best thing about the program was getting to know the high school students. They said that they had been worried about the kids at high school, but now that they knew some of them, they didn't think that next year would be that bad. They also stated that it helped to know the teachers and where to go in the school. The primary school students were particularly impressed with the subject knowledge displayed by the high schoolers. They couldn't believe how much they would have to learn in just a few years.

The high school students were impressed by the work ethic of the primary school students. They reported that the students really matured over the weeks and learnt to be more organised and self-assured. The high school students also gained some personal skills during the project, learning patience, organisation and team building skills. This is a project which Pioneer hopes to continue in the coming years. It seems to have benefited all sides of the project.

Schools for Innovation and Excellence Dromana Cluster, Victoria

Marnee Fraser
Dromana Secondary College

The Sustainable Schools/Zerowaste program has become the major focus of the Dromana Cluster Schools for Innovation & Excellence in Queensland. The cluster celebrated its achievements at the recent cluster conference titled: *'Sustainable Schools – Sowing the Seeds of Change'* which was hosted by Somers School Camp.

Meteorologist and chairperson of the Mornington Peninsula Biosphere Foundation, Rob Gell, delivered

an engaging and confronting keynote address on the effects of climate change and the need for a global perspective in curriculum design. Rob encouraged teachers to pursue an active involvement of schools in the biosphere, encouraging students to ask relevant questions and lead changes in behavioural practice that will positively impact on the environment. Feedback from the 240 teachers present was

overwhelmingly positive with many stating 'I could have listened to Rob all day....' 'I now realise the urgency of our predicament.'

Other workshop presentations on the day were directly related to sustainable education practices. Presenters drew direct links to the Victorian Essential Learning Standards (VELS) curriculum, providing valuable examples of the interrelated nature of the 3 strands. Presenters included representatives from Geography Teachers Association of Victoria, the Global Education Project, Minerals Victoria, Art Educators of Victoria, Victorian Association of Environmental Education, Mathematics Association of Victoria, and the Centre for Education and Research in Environmental Strategies (CERES).

The Sustainable Schools initiative is led by Eric Bottomly and his team from CERES. Eric meets regularly with members of the Dromana Cluster's Sustainable Schools team to assist and monitor the progress of each school as it works towards accreditation in the program's core module, energy, water, waste and biodiversity modules. Comprehensive energy audits resulting in potential annual savings have been undertaken at each cluster school by Sunrise Energy Management. Water audits conducted by Ecostrategies identified similar cost-saving practices.

Individual schools delivered presentations of their progress in the initiative to date. This included Dromana Primary School's environmental song written and performed by John Annabelle and Sue Oppey. Balnarring Primary School outlined their BEAT (Balnarring Environment Action Team) where the students take an active role in the management of the Balbirooroo wetlands that border the school grounds. Peninsula SDS shared the successes of their Wastewise Schools program, Red Hill Consolidated School boasted a student managed vegetable garden, and Dromana Secondary College outlined the energy saving practices that have resulted in considerable power savings and the plans for the further development of a wildlife corridor on the school property. Somers School Camp elaborated on the many changes made to buildings to make better use of natural light and their new recycling/composting system.

Jason Clarke signed off on what was seen as a

most productive day. He too, delivered on the Sustainability theme reminding teachers of their role in affecting behavioural changes that will impact on future generations.

At a time when schools are being called upon to re-evaluate their stance on 'values education', what better values can we foster in our students than those associated with global sustainability for the future of our planet?

A display set up by Green Canary of environmentally friendly products including 'Fair Trade' coffee, complemented the theme of sustainability and their school's fund raising program generated a great deal of interest.

Energy saving measures carried out in the cluster schools include:

- 'Turn off the lights' signage in classrooms
- Automatic timers on computers for shut-off
- Delamping of banks of fluorescent tube lights
- Installation of dual flush toilet cisterns
- Installation of skylights
- Installation of water tanks to flush toilet systems
- Presentations of efficient heating & cooling practices
- The development of action plans for the resourcing of future cost-saving initiatives where funding may be derived from savings made in utilities.

Two of the cluster schools have been successful in their applications for community water grants to undertake water-saving projects.

Many of the cluster schools have initiated worm farming, composting and recycling programs run by students. One primary school has installed a greenhouse to support their program of propagating locally collected indigenous plants. Others keep chickens, grow vegetables and encourage 'Nude Food' or 'litter-free lunch' days to raise awareness of excessive packaging.

All of these programs assist curriculum development within the VELS framework from which authentic, integrated tasks can be developed by teachers and students collaborating on agreed outcomes.

Data on amounts and types of waste generated in schools is collected by students in an effort to

identify requirements and draw up action plans to address problem areas.

School canteens are also being assessed by students as part of the program. Many canteen managers are throwing their support behind the initiative by considering lines carried and packaging strategies.

The next cluster challenge will be the extension of many aspects of the program into the wider school communities.

The Dromana Cluster of Schools believes that its

Sustainable Schools program, at present in its infancy, will continue to prepare our students to become effective global citizens.

The Dromana Cluster of Schools includes:

Dromana Secondary College
Dromana Primary School
Red Hill Consolidated School
Peninsula Special Development School
Balnarring Primary School
Somers Primary School
Somers School Camp

Snapshots

Puppets Make Current Affairs Coms Alive

Stage 3 (NSW) students enjoy using puppets to act out current affairs events and demonstrate their comprehension of a newspaper article.

I usually give the students a relevant, current article from a newspaper. In a group, they work out who the key participants are and record what they say, or what the students think each person might have said in the situation. This is recorded on a group script. Students then make basic shadow puppets (or use any other sort of puppets) to perform their reality-based skit. After ensuring that they have comprehended the article correctly, students present the shadow play to the class.

This activity engages students who enjoy drama. It allows students to physically demonstrate their comprehension of a written newspaper article. Students also have to collaborate to create the group script, assign roles and then perform (using special effects if they wish).

I commend this approach to enthuse Stage 3 students about comprehension and current affairs.

Sarah Hay
Primary teacher, New South Wales

Peer Support in the Middle School

We have a great group of students in the Middle School at Calamvale Community College which is not only a middle school but a multi-age school as well. We already know the benefits of building relationships with our students, but what about a focus on student relationships?

At Calamvale we don't have grades or year levels but phases where students are able to move at their own pace and accelerate to a higher phase within the POD. Phase 1 students (aka Year 7) are able to start their transition before they arrive in the Middle School through efforts such as our transition program, when students meet their new POD team and are able to begin taking ownership of their transition. A major benefit of being in a multi-aged school is that Phase 1 students already know many of the students at the next stage in their schooling. Peer tutoring has traditionally been seen as oldest teaching youngest, however in our environment the more able students pass on their knowledge to peers. Peer tutoring benefits both the tutor and the person being tutored by providing both social and academic opportunities. In our learning environment children enjoy peer tutoring and see it as an opportunity to help each other aim for a common goal.

Peer tutoring within and across sub-schools also helps to build confidence, self-esteem and leadership skills in students whilst engaging them in the learning process.

Tanya Jolly, Tatiiana Lam, Robyn Wagner and Melissa Walker
Banksia POD, Calamvale Community College

Kids' Congress for Middle Schoolers

Our Lady of Dolours School, Mitchelton, Queensland, has been offered the opportunity of organising and running Brisbane's **first** Kids' Congress in September this year. We have taken up this challenge with enthusiasm and energy!

Kids' Congress is an award winning two-day technology and learning conference, organised by kids, for kids in Years 6–8.

Kids' Congress will allow 30 of our middle years students to be immersed in the organisation and experience of a real life venture, where students play key roles and take on responsibilities of organising the conference. Their responsibilities include Publicity and Marketing, Sponsorship, Graphic Design and many more.

While our school may be small, we have grand ideas of making this Kids' Congress a huge success. The students making up the Media Liaison Committee will keep you posted with further details on how your middle years students can be part of this exciting project.

Nicole La Rosa, Debbie Abdy and Theresa Sheen
Our Lady of Dolours School, Mitchelton, Queensland

Middle Schooling at Beenleigh State High School

At Beenleigh State High School, we are trialing classes of excellence in our Year 8 cohort. We have a Sports Excellence class and an Arts Excellence class. This trial is proving to be of benefit to all involved. Students and teachers of like minds in the one room have brought about some interesting outcomes. For example, the members of the Arts Excellence class have acted out Maths work in drama based activities, and the Sports Excellence class has measured time, distance and relevant frequency on the touch football field.

Transition meetings with our primary cluster schools are also proving to be beneficial in many ways. We discuss curriculum and spiral learning, along with behaviour management plans.

Students working in the Special Education Unit have also been integrated into our mainstream program. This class operates under the instruction of 4 teachers (one mainstream and 3 Special Education Unit teachers). Weekly meetings and team teaching is the key to this class' success in terms of curriculum and behaviour management.

Hands on experiences are the key to engagement in the middle years, so a visit to Brisbane's Science Centre was undertaken this term to compliment our theme for Term 2 – *Aussie, Aussie, Aussie, Oi, Oi, Oi!*

Michelle Bullion
Beenleigh State High School



Regional Coordinators' Meeting, Brisbane, 7 June
L to R Back: Nanette Murphy (Rockhampton), Ruth Shulman (Victoria), Karin Lisle (Northern NSW)
Front: David Elley (Sunshine Coast), Chris French (Mackay), Judy Barbe (Toowoomba), Monica Halbert (Cairns)

Far North Queensland Mentoring Project Cairns

Monica Halbert
Regional Coordinator, Cairns

This year three Cairns teachers agreed to take part in the JCQTA Mentoring Project. The goals of this project were as follows:

- 1 to support the professional journey of Association members by learning about some models for professional development
- 2 to assist Associations to build up expertise in different models of professional development
- 3 to share reflection of the experiences from an Association perspective and
- 4 for some Association members to learn how to mentor others.

The three teachers who work in both Primary and High schools are all working with other staff at their own schools in areas as diverse as ICT skills and efficiency, productive pedagogies and literate futures implementation and Beginning Teachers and the new Maths Syllabus implementation.

As a group they meet with the MYSA coordinator on a monthly basis to discuss the learning coming from the projects and the mentoring process. Hopefully all mentors will be able to present their reflections on the experience as well as a snapshot of useful mentoring skills at a MYSA regional network meeting later in the year.

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