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Welcome to **ATTACK!** a two-page occasional publication. Most of **ATTACK!** will be concerned with the holistic curriculum which, if acted on, is a fundamental way to undermine the present undemocratic education system. Don't be discouraged if opportunities to teach holistically are limited, do your best, be a guardian, and act as a witness to this culturally significant and inspiring way of teaching and learning. **ATTACK!** is a partner to <https://networkkonnet.wordpress.com>

Attack! 51 Albert and the discovery thieves Part 4

Lesson 6: WALT – To continue our inquiry learning

Look again at your instructions for inquiry learning:

Do inquiry learning into how your choice of travel or communication works

Do inquiry learning into the importance of your choice of travel or communication

Provide a graph about your choice of travel or communication

Set out clearly and attractively your inquiry findings with text, pictures, maps, diagrams, and drawings.

T: Any questions.

T: No Albert, we don't want to hear your ideas about energy. The inquiry is about travel and communication not energy.

The children are busy cutting and pasting their inquiry findings and illustrations.

Albert, what do we have here?

All done in drawings. This is inquiry learning not art.

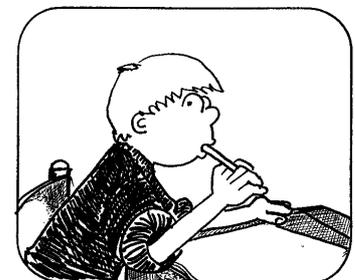
Two rockets passing.

Alice in Wonderland looking into her Looking Glass.

You shaking hands with yourself.

What's all this about. Where's the writing about trains?

They were the ideas that just came to me and I wanted to draw them.



[For any number of reasons, teachers can take topic learning in a perfunctory way, or even not at all. The most common rationalisation is that the 3Rs should first be attended to. But intellectual challenge and affective engagement is not an optional extra to be delayed pending the 3Rs being attained. Teaching the 3Rs is not the base of the learning pyramid which, once 'attained', gives official licence for children to move toward the apex. For many children the apex is never remotely approached and, even if attempted, is undertaken only halfheartedly. Learning the 3Rs, and intellectual challenge and affective engagement are not mutually exclusive – just the reverse, they are reinforcing and, for anything like a satisfactory education, imperative. The emphasis on the 3Rs is a return to the past, condemning many children to a second-class education and, given the demands of contemporary life, akin to certain groups of children being allocated to gardening skills. It is a policy doomed to failure in the guise of one deemed for their salvation. The end result for many children is a poor quality NCEA Level 2, the current highly political benchmark for school academic success.]

Lesson 7: WALT – To read and understand a school journal story about the internet

Teacher asks the children to write the WALT and the Success Criteria into their computer.

Copies of 'We're on the Internet', *School Journal*, Pt 4, No.1.

The children are on the mat.

Asks the children to read the story silently in preparation for answering questions.

Praises the children who answer correctly.

T: What is it Albert?

T: This is no time to be going into what you consider two sides of the same coin.

T: List the correct answers in your computer.

Apply Success Criteria.

[This raises the matter of reading. There seems implicit in the actions of many teachers that children are being prepared for university study ahead of having their needs met as children. The emphasis in class lessons is on comprehension, often using school journals, accompanied by strict set of rules for guiding teachers' behaviour. The effect is to make reading laborious and uninspiring. For most senior children the attention should be on getting children to choose books suitable and interesting to them and for the teacher to use those for generating a sense of excitement about books and independent reading.]

And a brief comment on junior reading. An outcome of the move to more phonics is the undermining of sensitive and individualised timing for children to begin formal reading and of the 'I can read' approach. The pressure to begin formal reading and the associated focus on phonics and testing leaves a lifelong deleterious footprint on many children's interest in reading and ability to read. One of the most difficult ideas to get across to those intent on pressuring children for early formal reading is the need for children to have sufficient experience and vocabulary to make reading meaningful.]

Lesson 8: WALT – To write an essay explaining why my kind of travel or communication is important

Instructions for your explaining essay:

Start off with the points your explaining essay is going to make

Explain those points

Do a summing up at the end

Write good sentences with interesting words

Remember full stops, capital letters, and spelling.

Apply Success Criteria.



[Contemporary education in New Zealand is set up for measurement, also for teaching to a patterned regime, which is why expository and argument writing dominates in classrooms today. Expository and argument writing are largely written to a formula; expressive writing largely free form. Expository and argument writing can be judged more on the technicalities of writing; expressive writing on the affective qualities. Expository and argument writing is liked by adults because it is seen as preparing children for the 'real world'; expressive writing – which is about giving children individual voice and exploring their world – is increasingly seen as a secondary consideration. Expository and argument writing can be started with the minimum of context; expressive writing, to succeed, requires time to establish the focus that leads to sincerity of expression. For these reasons, nearly all writing in classrooms these days is expository and argument writing. But whether expository and argument or expressive – writing is ensnared by WALTs, meaning the larger and more important purposes of writing are being seriously distorted. Teachers, whatever the kind of writing, rarely allow children to write freely in the interests of discovering ideas and expressing them imaginatively.]

The obvious thing to say is that New Zealand education for the 21st century is not sympathetic to the Alberts of this world, but that would be to miss the point: in the provision of intellectual and imaginative challenge, 21st century education in New Zealand is not sympathetic to children irrespective of their abilities. All children from their first day at school, no matter their learning characteristics, should have opportunities for intellectually challenging and affectively engaging learning. For teachers not to be able to provide that, or not to think of providing that, or allowing themselves to be encouraged or distracted away from providing that, is a failure of imagination and the vocation and art of teaching.
