

AKO

THE JOURNAL
FOR EDUCATION
PROFESSIONALS

REACHING
MORE THAN
47,000 EDUCATORS
IN AOTEAROA
NEW ZEALAND



MEDIA KIT 2019

AKOJOURNAL.ORG.NZ





PROFILE

Ako is the journal for members of NZEI Te Riu Roa. There are almost 47,000 NZEI Te Riu Roa members throughout Aotearoa New Zealand. They are professional educators – teachers, principals, centre managers, teacher aides, administrators and many more – who work in primary schools, intermediates, kura and early childhood centres.

Each issue of *Ako* is based around a theme and includes a mix of shorter opinion pieces and in-depth articles exploring best practice in education, reflecting current research and providing a valuable “to-keep” resource for educators around the country. *Ako* features fresh, professional design with stunning, specially commissioned photographs. The *Ako* website delivers additional dynamic content, like videos and educator profiles, to augment the print journal.

Ako is the best way to connect with change-making educational professionals around the country, reaching most early childhood centres and 97 percent of primary schools, as well as academics, media and Ministers.



KEY FACTS

- 64 pages + cover
- Twice a year – winter and summer
- 50,000+ readers
- 79% of readers are age 30–59
- 17,000 Facebook followers (NZEI page)



*In te ao Māori, the concept of **ako** means both to teach and to learn. It recognises and celebrates the way knowledge and understanding grow out of shared learning experiences, for teachers and learners.*





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FEATURE | THE INCLUSION ISSUE

Kore to the Māori and Hāwehāwehā are shining examples of inclusivity, in a culture of values that are resources are coming to support culturally competent practice everywhere.

Let the uniqueness of the child guide us in our mahi



12 | Photograph by [Name] and [Name] for [Publication]



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Stunning images: Specially commissioned photographs and high-quality, professional design



Developing Mathematical Inquiry Communities (DMIC) aims to build a sense of safety in both cultural identity and group problem solving. It is showing extraordinary progress in students.

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PHOTOGRAPHER
Mark Coote

WRITER
Heeni Collins



"Teachers are reporting shifts... from a focus mostly on teaching skills in math to really knowing their students as learners and teaching to big ideas, posing better tasks, and supporting student meta-cognition through orchestrating discussions," wrote international quality assurance expert, Elham Kazemi, professor of mathematical education at the University of Washington. "Students are ... viewing mathematics not just about using four

The method needs to be fully explained to parents because it is so radically different to how their generation was taught.

Kazemi visited schools using DMIC in Auckland and Porirua East in 2015 and confirmed the evidence of accelerated learning as quoted above. More recent (2015–16) PAT maths data from a Porirua East school using DMIC show student averages rising from those typical for Decile 1 schools, to much higher than average scores, with one group reaching Decile 8 averages.² There is also evidence of an improved sense of belonging and reduced bullying across three schools in Porirua East as a result of the method.³

Whānau involvement and support is an important aspect of the approach. In shared parent teacher meetings, the parents work with their children and solve complex mathematical tasks. This allows them to understand how their children are learning maths. But more importantly, teachers listen and learn from the parents about how maths is used at home in their daily life. Examples from the lives of whānau and families of all ethnicities are collected to help teachers appreciate the mathematical activity of the different ethnic groups and create problems relevant to the home lives of the tamariki.

"It's about making educationally powerful connections to the lives, identities and funds of knowledge the children and their families can bring to mathematics learning," says Professor Roberta Hunter (known as Bobbie) of Massey University, who did much of the research that

2 Springer (2017)

³ Kazemli (2015).

1 Altom-Lee, Hunter, Simenova & Pulegiotoa, Dirrins (2003) p. 1

01 Children at Corinna School in Porirua East, near Wellington, work in groups to solve problems using the DMIC method.

In-depth features: Articles and interviews with top educators from around the country, based on current best practice, as a means of professional development, discussion and celebration



Lester Flockton

Before the changes in the Department of Education had a significant effect on the number of students who were enrolled in the CEE, the number of students in the CEE was not really by a great margin. The number of students in the CEE was not really by a great margin. The number of students in the CEE was not really by a great margin.

These must have active assumptions
have also slipped away.

The common ground across all of the
curriculum support provisions noted here
is that they subscribed to what is called
grounded theory: theory and practice
developed in parallel, and the discursive
events were accepted not by singular
theorisation, or scholarly products or for
changing conclusions and constructs.
Together they constituted a general, but
well qualified, successful and highly
effective approach to curriculum and
curriculum work that served the schools
of Aotearoa New Zealand's schools. A
very far cry from, and in comparison to,
the indulgent instances of ideologically
concerned communities of learners that
currently exist in discipline products in
New Zealand.

I appreciate that, for some, all of this
might seem to be looking back to the
good old days – days that a majority of
today's teaching profession have little
knowledge or appreciation of. Indeed, we
live in an era when it seems all new to us
completely. But, if we look back and see
done in the past, regardless of how
good it might have been. ■



REVIEWS

Where's my jumper?

This book is great if you have a little time!
 We liked the pictures of the different animals, and there is lots to look at and talk about in each page.
 Matt liked to lift the flaps and look to see how the book works.
 As first it was essential about the journey but I liked that in the end - everything was okay.
 Mike read the book to us a few times and then I could read it to Matt and we

Why is that lake

Elmore Dillard

Planning a vacation or national history visit? Not sure where to start? This book is for you. Written by Dr. Elmore Dillard, biologist and award-winning author, this authoritative guide to North Carolina's natural wonders has a wealth of information and inspiration for busy travelers.



get into it for a research

I highly recommend a copy for every school library and maybe one for your own home too. It's a wonderful addition to the science read list!

— Maria Higgins ★★★★★

The sound of breaking glass

Kirsten Warner

This is Kirsten Warner's first novel – and with an eclectic creative life (author, journalist and writer for film, go Kirsten!), many

WAXY SPIDER KE- SO BLIND?

and poetry. *The Sound of Breathing* (Class is just good with them, respect and observation). In the early stages of his book, it's almost like you peeked in on a life's worth of life as one comingling in space. But in *you* peek, the book the longer the sound something very special at the heart of this story.

In 1990s, New York, long with a sense of what's been

working as a Christian juggler he was job as a wily salesman going with her to a meeting in Wisconsin Against Bungee Plants (WABP) that has a lovely husband and two lovely children, but she doesn't like to be presented in a funny, out-of-focus way as Christ has much more going on in her life. Her interest is obviously less immediate than her past, growing up as a child of Holocaust survivors (and an *Uncle Walter* here's the child of the late Gustav Wexler, a refugee from Nazi-ruled Germany).

There's a sense of exploitation

that never smoothes." The novel, despite a tangle of family, did have them all together in beautiful and affecting—

—*Rebecca Matthews Ellis*
★★★★

Tina Milbents has a forest

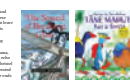
Rebecca Lewis

The moment I read *Tina Milbents Has a Forest* on my own terms, I had an inspired moment.

There was something about the subversive character

that seeps through the book, including the "Big C" - (for Critics) giving many forms to the voice in Christie's head and accompanying her on the bus or in the office.

Christie's adolescence and her childhood are populated with a collage of archetypes (Keanu, Fat Camille, Uptown Woman, Fat Camille, et al) who all have an impact on her and who even abuse her and take from her. Despite the heavy irony, they lack the emotional resonance of her parents, Conrad and Beila, and their reunion. Conrad has lived through things



to one Iliana, became familiar with Three Mile Island, goal of the forest, and to get our bodies meeting. We know that it also has a serious version recently to one Iliana.

Offensive success as the book ended, the only one in the "Savage" section.

I've read most of the many times we have enjoyed this magazine. Highly recommended. It's a nice story from the

— Anne M. Williams and daughter Phoebe ★★★★★

an individual can really work to have an impact.

As a manager of a team I found the book quickly delivered information on questions I could use to learn immediately, as well as giving options for handling various situations. These suggestions to help build and sustain effective relationships - you can see results of decades of the workshop in different organizations and cultures everywhere. The framework can also be used at a

The map of meaningful work
*Maryjulia Ligo Williams and
 Loni Milne*

The Map of Meaningful Work represents the combined work of two experienced practitioners in leadership. It contains needs (essentially the Map of Meaning) that can be used at an individual, group or organization level. Using the Map in particular allows people to take the time to identify aspects of their work that are meaningful to them. This leads to increased

constructively to improve processes in the organization through identifying the mismatches between what is required from them and compared with their reality. For people who have the "quasi" or creative leaders to create meaning for their mission. The Map of Meaningful Work will be a guide and direction.

— Emma Rotherford

Opinions: Guest opinion columns from national and international education experts

Reviews: Reviews of the latest books for children and educators

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- All fonts must be embedded.
- All elements must be CMYK. RGB or spot colours are not allowed, as they cannot always be reproduced accurately in print. Files supplied containing spot colour or RGB elements will be converted to CMYK upon delivery to the printer.
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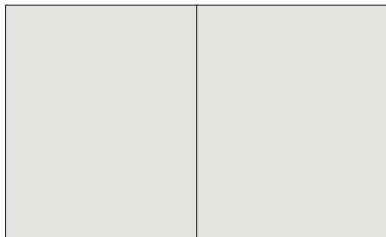


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Advertisers have access to our production office for generation of high-quality, print-ready artwork, if required.

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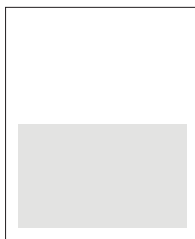
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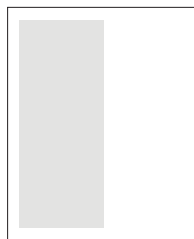
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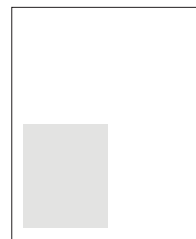
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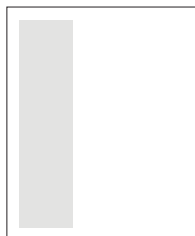
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Key deadlines

	DISTRIBUTION DATE	BOOKING DEADLINE	MATERIAL DEADLINE
WINTER 2019	5 August, 2019	10 June, 2019	5pm, 24 June, 2019
SUMMER 2020	3 February, 2020	25 November, 2019	5pm, 9 December, 2019
WINTER 2020	3 August, 2020	8 June, 2020	5pm, 22 June, 2020

*Subject to final confirmation, dates may change

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THE AKO TEAM

MANAGING EDITOR

Stephanie Mills

As Director of Campaigns at NZEI Te Riu Roa and Managing Editor of *Ako*, Stephanie is passionate about quality teaching and learning – and ensuring Aotearoa has the best public education system in the world.

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EDITOR

Jane Arthur

Jane is an editor and poet with a background in children's book publishing and fundraising. She loves how *Ako* provides its readers with opportunities for learning and teaching, and how it celebrates the excellent work done by this country's education professionals.

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DESIGN AND DIGITAL

The design of *Ako* – print and web – is overseen by in-house Designer, **Meredith Biberstein**. The website and its video content is managed by in-house Digital Content Producer, **Naomi Madeiros**.

CONTRIBUTORS

Ako commissions award-winning writers, journalists and photographers to produce its lead features. Short guest editorials and opinion columns are written by lead academics, parents and other education experts.

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PRINT AND POST

Ako is printed in New Zealand using paper made from pulp that is environmentally certified and from renewable and sustainable sources. It is Elemental Chlorine Free (ECF) and manufactured under strict ISO 14001 Environmental Management Systems (EMS). It is distributed to our members and other readers using recyclable paper packaging and NZ Post services.

