

nothing but positive spin offs for Tony

Rotorua Lakes High School maths teacher Tony Renshaw is a success story.



Tony Renshaw

It is impossible to fall asleep in Tony Renshaw's classroom.

The knowledge that each student brings to the lesson is recognised and utilised.

Group work means that students must be engaged and levels of concentration have increased significantly. Children feel more confident about participating and taking risks with their learning in small peer groups and are often more receptive to learning from them. Students work together to help each other. Says Tony, "Kids are good at identifying those who are struggling."

"If I have a set of concepts I want to teach, I take one child out of each group, teach it to them and then it is their job to go back and teach it to the group. I tell them that their friend's success is going to depend on them." As well as learning key mathematical concepts students in Tony's classroom are learning about cooperation, responsibility, self discipline, tolerance and leadership – all valuable life skills.



Tony says when he took his Year 10 class to last year's Te Kauhua conference they rose to the challenge of being observed and videoed. He was very proud of them that day and continues to be delighted with the way his teaching methods are helping his students (and himself!) to blossom.

Participation in the Te Kotahitanga and Te Kauhua Projects has had nothing but positive spin offs for Tony. He recently learned that he has been awarded a \$5,000 scholarship to travel to Canada and Hawaii to study classroom techniques used successfully with indigenous peoples.

Tony says learning how to use cooperative and interactive teaching methods has been well worth the effort and that the Māori students in his Year 9 and 10 classes have "latched on naturally to these techniques. It's just an extension of how they have learnt all along."

Tony says that group learning is not new. What is new, he says is the use of cooperative learning techniques along side an emphasis on building positive classroom relationships." The power sharing arrangement encourages children to take ownership of their own learning and is empowering for both teacher and student.

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**Tony and his students feature on the Te Mana Kōrero Teachers' video 1, available through facilitated College of Education Workshops. Contact details are available on tki website:
www.tki.org.nz/e/r/maori/temana/te_mana.doc**