

# CONTENTS

<b>Editorial</b>	<b>1</b>	
<b>Refereed Articles</b>	<b>5</b>	<b>The creative arts and enhancing education for boys in the middle years</b> Laura Scholes & Dr Michael C Nagel
	<b>12</b>	<b>Engaging in collaborative activity when the teacher isn't there: Who regulates the learning?</b> Dr Raymond Brown
	<b>20</b>	<b>The MYSA Position Paper and pre-service middle years teacher education: Surprisingly serendipitous synergies</b> Dr Donna Pendergast, Dr Jayne Keogh, Dr Barbara Garrick & Joy Reynolds
	<b>26</b>	<b>Teaching a middle years, multi-age, multi-school gifted program: Reflections from a teacher's perspective</b> Susie Garvis
<b>Non-refereed Articles</b>	<b>33</b>	<b>Middle years leadership: Making anxiety work for you</b> Junn Kato
<b>Focus on Schools</b>	<b>34</b>	<b>Teams Making a Difference:</b> Marymount College Northholm College
	<b>40</b>	<b>The Human Rights Convention: Middle years learning at Carey Baptist Grammar School</b> Dr Kerry Ang
	<b>45</b>	<b>Challenge week motivates students</b> Anne George
	<b>46</b>	<b>Cyber Safety: A look at one school's program to address cyber issues</b> Sandra Hawken
	<b>48</b>	<b>Learning? Are we learning? We thought we were just pursuing an interest!</b> Grace Kinch
	<b>49</b>	<b>Playing board games to develop a caring school ethos: The Mind Lab methodology at work and play</b> Howard MacPherson
	<b>52</b>	<b>Masculinising reading for boys</b> Nerelie Teese & Andrew Burnell
	<b>54</b>	<b>The Armidale Forensic Science Camp</b> Joan Trueman, Dana Ramke and Ally Bell
<b>Information for Contributors</b>	<b>56</b>	