

[Teacher Support](#) [1]

Click on items on the left side navigation menu to access:

<p>Curriculum</p>  <p>[2]</p>	<p>See how this LEARNZ field trip integrates with the New Zealand Curriculum. Primary field trips target levels 2-4, while secondary field trips target Years 9-10 and NCEA levels 1-3.</p>
<p>Resources</p>  <p>[3]</p>	<p>Get web conference resources as well as the <i>planning sequence</i>. Check out links and downloads related to <i>Adapting after emergencies</i>. Send us examples of student work, photos and any other ideas to add to this space.</p>
<p>Newsletters</p>  <p>[5]</p>	<p>From one month before to one month after this field trip, five newsletters are sent out to keep teachers enrolled in the field trip up to date and informed about <i>Adapting after emergencies</i>. Newsletters are also accessible from a teacher's MyLEARNZ [4].</p>
<p>[5] More Support - join the LEARNZ group on EdSpace [6]</p>  <p>[5]</p>	<p>Get help and share your ideas with other teachers and leaders who are using LEARNZ in their schools and classes. Interact with the LEARNZ team to find out how to get started with LEARNZ. Post ideas on how we could improve your LEARNZ experience.</p>
<p>Evaluation & Prize [7]</p>	<p>After this field trip, please take five minutes in your MyLEARNZ [8] control panel (under Enrolments) to send us an evaluation and be in the draw to win a prize. Your feedback is vital to the sustainability of the LEARNZ programme.</p>

Teacher Support

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[Meet Andrew](#) [9] - Put a face to the name and learn more about LEARNZ Field Trip Teacher Andrew.

[MyLEARNZ](#) [8] - Use your MyLEARNZ personal control panel to manage your classes, complete evaluations, sign up ambassadors, enrol in further field trips.

Source URL: <http://www.learnz.org.nz/redcross182/teacher-support>

Links

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- [3] <http://www.learnz.org.nz/redcross182/resources>
- [4] <http://www.mylearnz.org.nz>
- [5] <http://www.learnz.org.nz/support>
- [6] <http://edspace.org.nz/groups/profile/22494/learnz>
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- [8] <http://www.mylearnz.org.nz/login>
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