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National Newsletter: Social Sciences

Information and resources for middle leaders in secondary schools | Term 4 2014

Kia ora, Talofa lava, Mālō e lelei, Kia orana, Talofa ni, Fakaalofa lahi atu, Ni sa bula, Greetings

Welcome back to the last term for 2014! We trust that you had a well deserved break so you feel re-energised to support your students in their progress for the year.

It is with sadness that we farewell one of our facilitators, Jane Evans. Jane has decided to venture back into the classroom and return to school with an abundance of new knowledge and experience. She has worked tirelessly to support Social Science teachers – in particular the Geography community for which we're so grateful. We wish her well as she continues to make a positive difference for our students.

In this newsletter, we focus on presenting ideas on reviewing your curriculum; and bring further clarity to the learning as we come to the end of yet another year.

Please share this newsletter with your colleagues, and get in touch if you need additional information or wish to give feedback.

Ngā mihi

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Raising Achievement in Secondary Schools

As facilitators, we work with teachers and middle leaders within the Social Sciences to raise student achievement. Through the process of Teaching as Inquiry we have seen very positive progress of priority students in a range of schools throughout New Zealand.

In June 2014, ERO reported findings from when they visited 40 secondary schools in 2013 and investigated how well they analysed and responded to their NCEA data. ERO looked for evidence that schools had identified student achievement issues and developed initiatives that improved learning.

Schools that effectively raised achievement ERO found ten secondary schools that had identified a student achievement issue and responded effectively. These schools made a difference for students. They showed high levels of coordination and organisation. Their staff shared a strong focus on improvement. They had well-developed school frameworks for responding to issues and excellent support systems for individual students – including Māori and Pacific students. A detailed report can be found at <http://ero.govt.nz/National-Reports/Raising-achievement-in-secondary-schools-June-2014>

What's on top?

SocCon 2015 Conference

'Creating Collegial Connections'

Where: Nelson
When: 28-30 September 2015
www.soccon.net.nz

NZQA subject resource pages update

Due to this year's election, no new material has been able to be published three months prior to the election, until 20 days after the election. Therefore, it is important that you check this page for any updates within your subject. Resources to check include clarifications, moderator newsletters, and exemplars.

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>

Social Science support for 2015

We will be offering a Social Science workshop in a number of regional locations in 2015. This will be supported by local cluster meetings.

Enabling E-learning

Consider the important outcomes for students, and how e-learning might support or enhance those outcomes. It is important for students to have opportunities to convey their understanding by using technologies.

Explore the different applications and develop your expertise with the technology so you can assist students and support the teaching and learning.

To explore relevant information, resources, and communities to support teachers in developing their e-learning practice, go to www.elearning.tki.org.nz

Reviewing your curriculum

It is that time of the year to take time to reflect on our current programmes – what’s worked well, what hasn’t and so what needs to happen next? With this in mind, we’ve put together a few ideas to support your review and some questions that you might consider when considering the review.

A classroom curriculum can be described as the teaching and learning that takes place in classrooms and other education settings. At the heart of the classroom curriculum are teachers’ decisions based on evidence about student learning and effective practice.

A classroom curriculum that is driven by a teaching as inquiry approach helps ensure responsive and targeted teaching and learning. Teaching as inquiry is a continual, cyclic process that goes on moment by moment, day by day, and over the longer term. In this process, the teacher asks:

- What is important (and therefore worth spending time on), given where my students are at?
- What strategies (evidence-based) are most likely to help my students learn this?
- What happened as a result of the teaching, and what are the implications for future teaching?

Information from the teaching as inquiry approach can feed into school wide curriculum design and review to drive decision making at a higher level.

The clarity of the learning...

As part of you reflecting on your year, it’s important to consider what works for students and what else can you do to support their learning and progress. For students to progress confidently and be responsible for their learning, it is essential that both teacher and students have shared clarity about what is to be learnt. They need to be clear about the big picture of the learning, and the day-by-day learning steps towards it.

For students to take responsibility for their own learning, both teachers and students need to be clear about what is being learnt and how they should go about it. When the path of learning is clear, student motivation improves, they stay on-task, behaviour improves and they are able to take more responsibility for their own learning.

The essential components of clarity:

- learning intentions
- relevance
- examples and modelling
- success criteria
- checking for understanding.

Shared clarity in the classroom is about being able to describe:

- what is to be learnt - using learning intentions
- how the learning intention relates to the big idea/s
- how the learning is relevant
- how students will go about the learning
- how students will know it has been learnt - using success criteria with reference to exemplars, examples and modeling.

For further information, resources and key readings, go to <http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-practice/Clarity-about-the-learning>

Have you seen.....?

Increasing Educational Achievement

This report presents the findings of ERO’s evaluation of the practices of some schools used to support improved achievement for a specific group of Year 12 students. This report shows how a significant focus on the individual student can make a difference.

www.ero.govt.nz/National-Reports/Increasing-educational-achievement-in-secondary-schools-August-2013

NZQA BPW Making Judgements

These workshops are delivered by NZQA for:

- Teachers who need to improve their moderation agreement rates.
- Teachers new to standards based assessment and the NCEA.
- Beginning teachers.

For further details please visit:

<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

Literacy in the Social Sciences

To support your students’ literacy needs, it’s important to inquire into your own practice – Teaching as Inquiry. Literacy Online is to support you as you discover what it is that your students require to succeed. This is a great link to consider and go deeper into at department meetings.

<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy/Teacher-needs/Literacy-in-the-learning-areas/Literacy-in-the-Social-Sciences>

Further support within Literacy Online is a module that has been written to illustrate how you can use literacy teaching and learning activities in Social Studies, and help you develop your learning inquiry by identifying opportunities to observe and analyse what is happening in your classroom. Take the time to use this module to reflect on your current practices – and allow this as a discussion starter with your colleagues to enhance the teaching and learning of your programmes.

<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy/Teacher-needs/Pedagogy/Literacy-in-Secondary-School-Contexts/Module-5-Social-studies-and-subject-area-literacy/Overview>



We are really excited to welcome you to Nelson for SocCon 2015 in September.

This will be the first time SocCon has been held outside a main centre. We want you to have a unique experience in our amazing region. We might be small but we have so much to offer. **Click here for a taste of the Nelson region – mostly right on the hotel doorstep or very close by!** <http://www.nelsonnz.com>

We come to SocCon because we want the best outcomes for our students. To this purpose our conference is about teachers and their teaching. Our focus is not only on how we teach the various disciplines that make up the Social Sciences but also on pedagogy – how we teach that content to a diversity of learners.

The theme for the Nelson conference is:

CREATING COLLEGIAL CONNECTIONS

It is always wonderful to meet up with so many people who are passionate about the Social Sciences. SocCon is our greatest opportunity to network with others who share our passion.

INSPIRING TEACHERS is our goal for 2015

We invite you to listen to our *inspiring* keynote speakers and headliners; to participate in workshops led by *inspiring* contributors; to check out the *inspirational* educational displays; to chat with other *inspired* teachers; and to leave the conference *inspired* to take what you have experienced back to your classroom.

The Call for Contributions/Abstracts is another opportunity for you to participate by showcasing / sharing your work and passions. From a poster through to a paper presentation or workshop – we encourage your contribution!

Bookmark this website and call back to see regular updates to speakers, programme and things to do while you're here. Come to SocCon – Nelson, in September 2015. Create collegial connections and be inspired!

Mary Greenland & Jennifer Thomas
Co-convenors on behalf of the Top of the South Organising committee



First World War commemorations

In developing your Social Sciences programmes for 2015 and beyond, consider remembering WW1 – 100 years on. WW1 was one of the most significant events of the 20th Century which had a seismic impact on New Zealand society.

WW100

The World War One Programme Office has been established to lead and coordinate New Zealand's centenary commemorations from 2014-18. Its website www.WW100.govt.nz provides a range of resources to support teachers.

Middle leader support

The Educational Leaders website has useful resources, news and discussions which focus on supporting you in your curriculum leadership role.
<http://www.educationalleaders.govt.nz/Middle-and-senior-leaders>

Social Sciences wikispace

This is a very popular site being used by many of you, with resources, key websites, and information to share from our workshops, clusters and in-depth work.

Much of the work we do, and support we give is added to this wikispace.

Please ensure that you add this to your favourites and visit it regularly.
<http://secondarysocialscience.wikispace.com/>

Previous Social Science newsletters

If you are looking for previous newsletters, go to this link on TKI:
<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/E-newsletters/National-newsletters-2013>

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