

This newsletter and the Secondary Student Achievement Professional Learning and Development initiative is funded by the Ministry of Education. The providers are The University of Auckland and Te Tapuae o Rehua consortium.

# National Newsletter: Social Sciences

Information and resources for middle leaders in secondary schools | Term 1 2015

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

Welcome to 2015! We trust that you have had a well deserved summer break look forward to our ongoing support with you this year.

This year we continue with a focus on lifting student achievement in NCEA, especially our priority learners – Māori, Pasifika and students with special education needs. Within this work we will be supporting leadership, quality teaching and learning, and the incorporation of digital technologies.

As part of our team this year, we welcome facilitator Gill Hanna who is based at Team Solutions at the University of Auckland. Gill comes from Avondale College as Head of Social Science and brings a wealth of knowledge and experience to this role.

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

Ngā mihi

Margaret Leamy  
National Co-ordinator Social Sciences  
Secondary Student Achievement PLD



SocCon15 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.

**CREATING COLLEGIAL CONNECTIONS** is the theme for the Nelson conference.

**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.

Visit [www.soccon.net.nz](http://www.soccon.net.nz) and their Facebook page for further details.

## What's on top?

### SocCon 2015 Conference

#### 'Creating Collegial Connections'

Where: Nelson

When: 28-30 September 2015

[www.soccon.net.nz](http://www.soccon.net.nz)

### Social Science support for 2015

We will be offering a Social Science national workshop in term 3 in a number of regional locations. This will be supported by local cluster meetings where possible. You will be notified through your regional facilitator.

### Clarity of the learning

It's important to consider what works for students and what you can 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 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>

### Enabling E-learning

Consider the important outcomes for students, and how e-learning might support or enhance those outcomes. 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](http://www.elearning.tki.org.nz)

## Te Takanga o te Wā Māori History in Aotearoa New Zealand



This valuable resource is a guide that provides support for teachers to teach Māori history with your students. Through this resource all students have the opportunity to learn Māori history alongside Pakeha history so they grow with a balanced view of themselves as valued contributors to Aotearoa New Zealand. *Te Takanga o te Wā* encourages teachers to actively seek local iwi and hapu support to embed the stories of local people, places and events that have helped shape their community.

This resource is the first of a series of guides. Although this first one has been written for Years 1-4, teachers will find materials, ideas and learning activities here that are appropriate for all levels. Adapt them to suit the needs and interests of your own students. The following website is intended to support teachers and will continue to grow and develop as more materials become available.

[www.maorihistory.tki.org.nz](http://www.maorihistory.tki.org.nz)

Copies of this resource can be obtained from [orders@thechair.minedu.govt.nz](mailto:orders@thechair.minedu.govt.nz).

## Literacy in the context of Social Studies

In 2015, our Secondary Student Achievement **National Literacy** team will offer a series of workshops that focus on collaborative partnerships with **Social Studies** leaders in Years 9-10.

These workshops will be offered in the following locations:

Napier	March 9 <sup>th</sup>
Whakatane	March 10 <sup>th</sup>
Hamilton	March 11 <sup>th</sup>
Auckland	March 12 <sup>th</sup>
Whangarei	March 20 <sup>th</sup>
Palmerston North	March 17 <sup>th</sup>
Wanganui	March 18 <sup>th</sup>
New Plymouth	March 19 <sup>th</sup>
Wellington	March 24 <sup>th</sup>
Greymouth	March 18 <sup>th</sup>
Christchurch	March 19 <sup>th</sup>
Dunedin	March 24 <sup>th</sup>

The intended outcomes of the workshop are to:

- Develop awareness of the reading and writing skills that students require in Year 9 and 10 Social Studies
- Focus attention on the literacy needs of priority learners
- Develop a collaborative inquiry
- Use literacy data effectively to ascertain literacy needs
- Design a strategic response to identified literacy needs and monitor the outcomes for students.

Please keep the date in your diary! Details of enrolment and venues will be sent out via Te Tapuae o Rehua and University of Auckland very soon.

## Have you seen...

### 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>

The following link supports literacy teaching and learning activities in Social Studies, and helps you develop your learning inquiry by identifying opportunities to observe and analyse what is happening in your classroom.

<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>

### 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/>



### 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. [www.WW100.govt.nz](http://www.WW100.govt.nz) provides a range of resources to support teachers.

## Analysing your NCEA data

All middle leaders at the beginning of the year are required to analyse their NCEA results. This analysis of data is also an opportunity to initiate an ongoing Teaching as Inquiry cycle - to consider 'what should I teach next, how should I teach it, and what do I base those decisions on?'

If some of your NCEA results were not as good as expected, the following ideas or questions may be a useful way to gather information to support you in raising student achievement.

- In-depth analysis of the data e.g. Māori boys, ELLs (English Language Learners), students expected to gain excellence, students who were expected to not achieve.
- Talk to your students from last year, especially those whose results were unexpected. How long did they spend on one standard? Why? Did they use a strategy that you taught them that they found really helpful? If they chose not to do a standard, ask why?
- Copies of students' papers from 2014 will help you to find out what they actually did. An in-depth analysis of these papers will help you to design teaching programmes for these students this year and it provides data for teachers to reflect on the success of their teaching.

Looking across all standards, what's the big picture?

- What seem to be the strengths and weaknesses of your subject area across all levels?
- Are there patterns emerging over time; across year levels; across standards?
- Were some teachers more successful with some standards than others, or more successful with certain groups of students? Why? What was different?

As part of your departmental review it could be timely to consider:

- Why do you offer some standards, but not others?
- Are these decisions based on teacher knowledge, confidence (or lack of), rather than student strengths, needs and interests?
- Why do you offer some standards to only some classes?
- Are you teaching the skills inherent in the standards that you don't offer?
- What modes of assessment are you using? Is this a barrier to some students' success? Is there an opportunity to assess differently?
- Where do the standards lead?

## Ka Hikitia in Action – new resource

*Ka Hikitia in Action* is a new publication that shares stories of success, achievement, hard work, and partnerships that are happening every day in many communities, so that Māori can enjoy and achieve education success as Māori.

All students deserve the best that education can offer so that they can reach their full potential. People around the country are focused on unlocking this potential, in lots of different ways, and this publication shows how they, and you, are doing just that. The articles in *Ka Hikitia in Action* show that when we work together – with each group contributing their expertise – powerful things happen in education.

Further information can be found at:

[www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/ka-hikitia-in-action/](http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/ka-hikitia-in-action/)

## NZQA subject resource pages

It is important that you check this page regularly 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/>

## 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>

## Previous Social Science newsletters

If you are looking for previous Secondary Student Achievement national newsletters, go to this link on TKI:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/E-newsletters/National-newsletters-2013>

## National contact details for Social Sciences

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