

These national newsletters are produced by the Secondary Student Achievement national facilitation team, as part of supplementary PLD support for schools, from the University of Auckland and Te Tapuae o Rehua consortium.

National Newsletter: Social Sciences

Information and resources for middle leaders in secondary schools | Term 3 2015

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

Welcome back to another busy term. I trust that you have had a well-deserved and relaxing break.

In this newsletter, we feature PLD that is coming your way, the Māori History project currently underway and some ideas to consider and reflect on what's happening for your learners.

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

Ngā mihi nui

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

Conference opportunity - SocCon15



We go to SocCon because we want the best outcomes for our students. To this purpose this 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.

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

Inspiring teachers is our goal for 2015. The organisers invite you to listen to *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 full conference programme is now online at www.soccon.co.nz

The final day for the early bird special rate for registrations is August 14, so don't delay any longer.... get yourselves to Nelson!

What's on top?

Charging for fieldtrips

A number of schools have been audited recently and the issue of charging for fieldtrips has been raised.

The Ministry states fieldtrips that are part of curriculum delivery may not be charged for. Some schools get around this by stating that no fieldtrip is compulsory, but alternatives to fieldtrip data collection need to be provided. Other schools cover the cost of students unable or unwilling to pay. Letting parents/caregivers know in advance that fieldtrips will be on offer and the estimated cost of these, is recommended in the circular. Your school should have policies on this. Make sure you are aware of them and have the discussions with your department on how to manage the issues.

To get further details, please refer to: <http://www.education.govt.nz/ministry-of-education/publications/education-circulars/2013-circulars/circular-2013-06-payments-by-parents-of-students/>

What does and doesn't work in education?

John Hattie has written two papers about what does and doesn't work in education, and what he sees are the "confused jargon and narratives that distract us from the most ambitious and vital aims of schooling."

'What doesn't work in education: The politics of distraction'

<https://www.pearson.com/hattie/distractions.html>

'What works best in education: The politics of collaborative expertise'

https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf

National workshops to focus on effective assessment in junior Social Studies (Years 9/10)

A one-day workshop is being planned for term three for middle leaders and all teachers of junior Social Studies. The workshop will focus on effective assessment practices and participants will:

- Build knowledge around the Achievement Objectives.
- Consider and develop effective assessment practices in junior Social Studies.
- Reflect and critique an assessment task.

The workshops will be offered in 15 regions. Advertising and details of how to enroll for these have been sent out through your regional facilitators. If you have not received these details please go to:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/Workshops-for-middle-leaders>

These national workshops are free as they are supported by the Ministry of Education funding through the Secondary Student Achievement PLD contract.

Māori History in Aotearoa New Zealand Te Takanga o te Wā

In the last newsletter we alerted you to this valuable resource that aims to provide teachers with support for implementing and teaching Māori history in teaching and learning programmes. The aim of this resource is to enable all students to have the opportunity to learn Māori history alongside Pākehā 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 hapū support to embed the stories of local people, places and events that have helped shape their community.

This is the first of what is anticipated to be two guides. Since Te Takanga o te Wā was released by the Ministry of Education in 2014, additional work and thinking has been done and the original Year 1-4 guide will now cover all junior school levels through to Year 10. Teachers will find materials, ideas and learning activities appropriate for all these levels, when the updated guide is released later this year. All ideas, materials and learning activities will be able to be adapted 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

A senior secondary resource is currently being developed in small local clusters in several areas across New Zealand. Small clusters of experienced history teachers are being mentored by local rūnaka (rūnanga) and iwi. They are collaboratively developing locally based resources. Once these have been through the appropriate moderation processes we will let you know how to access them.

If you are interested in obtaining a copy of the original Year 1-4 resource to see how Māori history could be integrated into your teaching and learning programme, they can be obtained from orders@thechair.minedu.govt.nz

Have you seen...

Inclusive practice for all students

Schools continue to work on developing inclusive practices for all students. A recent addition to resources that can support teachers to feel more confident and capable in this work is TKI's 'Guides for Inclusive Educators'. This site has a range of resources for teachers of Years 0-13 including video clips demonstrating inclusive practice within a variety of school settings.

Copies of this can be obtained from <http://inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/>

Special education needs

ERO has published a report examining how well students with special education needs are included in New Zealand schools. Here you will read about the key findings and it includes school self-review questions on including students with special education needs.

<http://www.ero.govt.nz/National-Reports/Inclusive-practices-for-students-with-special-needs-in-schools-March-2015>

Parihaka schools resource

Caritas, in collaboration with Taranaki iwi, have developed a 26-page resource on Parihaka. *Parihaka o neherā, o nāianeī: Parihaka – past and present*, is suitable for Years 1-13. This resource has been developed to help transform attitudes and promote reconciliation by acknowledging a Māori account of historic injustices. To read more about this resource visit:

<http://www.caritas.org.nz/schools/parihaka-schools-resource>



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. It provides a range of resources to support teachers:

www.WW100.govt.nz

6 C's of education for the future

When considering the learners that I teach, the 6 C's below may be a good way to reflect on what is working for my learners, what isn't, and therefore what do I need to do next to support them in their learning – you are inquiring into your teaching.



CRITICAL THINKING allows the learner to manage information; information presented in a multitude of forms from a variety of media; information that must be filtered and analyzed, authenticated and processed, and eventually must be synthesized in a form that will be useful to the learner.

COMMUNICATION provides the means by which the learner can present information; information presented in a multitude of means through a variety of media. **COMMUNICATION** must be **CLEAR** and **CONCISE**, effective and engaging, and eventually be presented in a way that is meaningful to the learner and the audience.

COLLABORATION engages the learner in the world they share through association. Association is created to benefit a **COMMUNITY** and as a means to conduct processes of the world we share. **COLLABORATION** includes partnership and teamwork, leadership and assistance, and alliance that all serve to benefit the whole.

CREATIVITY provides the avenue for expression. The structure means nothing without function. Therefore, learners must be capable of **CREATING** something with the knowledge that they have worked so hard to obtain. It is in **CREATING** that the learner gains purpose.

CULTURE encourages learners to appreciate where we have come from, who we are now and how we can move into the future. **CULTURE** associates the learner with all that surrounds them - art, drama, dance, poetry, history, science, religion, written and unwritten language, technology and the individual themselves.

CONNECTIVITY places the learner in touch with their world. In today's existence that is increasingly through the technology that is rapidly changing the way they view their world - understanding that connections are personal no matter what the means of contact and that humanity must remain in light of how the technology may change for each learner.

For further reading on these ideas, visit:

<http://www.bamradionetwork.com/edwards-blog/the-6-c-s-squared-version-of-education-in-the-21st-century>

NZQA subject resource pages

It is important that you check this page regularly for any updates within your subject. Recent updates have been made to a range of Social Science subjects. Resources to check include clarifications, moderator newsletters, and exemplars.

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

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 newsletters

If you are looking for our 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>

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