



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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 Mau ki te Ako project partners (University of Canterbury, University of Otago and Ngāi Tahu).

# National Newsletter: Social Sciences

Information and resources for middle leaders in secondary schools | Term 4 2015

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

Welcome back to our last term of the year. I trust that you have had a well-deserved and relaxing break for what will be a few busy months ahead of you.

In this newsletter, we feature reflections on our latest Social Science conference, and some ideas to consider and reflect on using *Tātaiako: Cultural Competencies for Māori Learners*, and what these can look like in the classroom.

This will be the last Social Science newsletter that I will write as National Co-ordinator. I have been appointed to a position as deputy principal, starting the beginning of 2016. I'd like to take this opportunity to thank you all for your enthusiasm and support when involving anything around the Social Sciences. I've met so many wonderful teachers who really do want to make a difference for their learners and I feel that as a community we have created more collegial and connected relationships. Over the last 4 years, I've worked with an amazing team of dedicated facilitators who will continue to inspire and support you throughout 2016.

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

Ngā mihi nui

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## Economics and Social Studies teachers sought for survey

The Books in School Libraries (BISL) project of the BWB Publishing Trust, is looking for a representative group of teachers prepared to take part in a survey.

The BISL project has recently secured funding for a donation of history titles to school libraries [www.nzhta.org.nz/?p=1428](http://www.nzhta.org.nz/?p=1428). These 9 titles were among those selected by history teachers in a similar survey.

BISL are now looking for Economics and Social Studies teachers prepared to read a selection of published books and provide feedback on them. As thanks for your input, the books will be yours to keep.

If you would like to take part, please email the project manager Gillian Candler, [gillian@gilliancandler.co.nz](mailto:gillian@gilliancandler.co.nz), with your school location, subject specialty and year levels that you teach.

## 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 within your department how to manage the issues.

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

### PLD in Social Sciences survey

Over the next month we would like to hear from you in regards to the professional learning and development that you would like to see us offer within the Social Sciences in 2016.

Please take the time to complete the survey using the following link – it won't take you too long – maybe 3 minutes!

<https://www.surveymonkey.com/r/WM52DGQ>

## Reflections on SocCon15



SocCon15 was a wonderful celebration of what the Social Sciences can offer and the opportunity to network with others who share our passion. Nelson turned the weather on for us, along with an amazing ambience and well structured conference.

### Creating collegial connections

As facilitators we share some reflections for you to consider – these are some key ideas that were significant for us.

The key theme that the keynote speakers talked about was the importance of Social Science teaching if we want our students to be equipped for the future and contribute positively to society.

Shamubeel Eaqub emphasised that Economics was definitely a social science, not a science, as policies had to reflect changes in society. Equally people had to critique policies by focusing on their social consequences. Couples deciding they couldn't afford to have children, poorer families being forced to the margins of cities, fewer new business ventures as banks are not lending to people without mortgages – these were just some of the examples he gave.

Dr Bronwyn Hayward spoke of empowering a generation in a changing world. She outlined how in the world our students are growing up in will be so different from the one we know – climate change, youth unemployment, growing inequality and an increase in controls and restrictions on peoples' lives. She emphasised the importance of embedding a sense of justice, of citizenship and of believing that we can make a difference – aspects that underpin teaching in the social sciences.

Eru Prendergast is the Chief Executive of Te Tapuae o Rehua, who spoke of the history of Māori/Pākehā collaboration and the unsung Pākehā heroes of our history in the South Island. Rather than looking at the negative interactions, Eru focused on the Pākehā champions of justice and the power they brought to the iwi pursuit of justice in the build up to the Ngāi Tahu settlement 17 years ago.

Melissa Clark-Reynolds' address included a phrase that remains with us - 'a life worth living'. She challenged us as teachers to give our young people permission to be 'fully alive' – to open windows for them, to get them to question injustice and to have 'courageous conversations' in the classroom. She saw a social science background as one which encouraged people to ask the ethical questions and to understand that there was always 'more to it than that'.

Inspiring teachers was the goal for 2015. We heard *inspiring* keynote speakers and headliners; we participated in workshops led by *inspiring* contributors; and we had opportunities to chat with other *inspired* teachers.

This conference left us even more adamant that the Social Sciences is an essential component of anyone's education and are convinced that we must do whatever we can to protect the Social Sciences.

The presentations are now available at [www.soccon.co.nz](http://www.soccon.co.nz)

SocCon16 will be hosted in the Hawkes Bay 2016.

## Have you seen...

### 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 2016 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.

### LEARNZ virtual field trips



**ShakeOut** - getting ready for earthquakes. During this field trip you will join with students at Waitākiri School in Christchurch to prepare for the New Zealand ShakeOut event on the 15<sup>th</sup> October.

<http://rata.learnz.org.nz/summary.php?vft=shakeout154>



**Antarctica** – it will be about -20°C when you and the rest of K215 step off the C17 Globemaster onto the Antarctic sea ice!

<http://rata.learnz.org.nz/summary.php?vft=antarctica154>

## What can Tātaiako look like for you?

Genuine, productive relationships among teachers and engagement with your Māori learners, whānau, iwi and wider communities are vital foundations for effective teaching and learning. This is the focus of Tātaiako: Cultural Competencies for Teachers of Māori Learners. Consider how much do you know of your students' history, tikanga, and worldview – and how is this reflected in the curriculum and environment? What aspirations do whānau and iwi have for their young people? How visible and involved are whānau and iwi in the teaching and learning culture of your school?

This document will support your work to personalise learning for and with Māori learners, to ensure they enjoy education success as Māori. While the competencies are not formal standards or criteria, they are linked to the Graduating Teacher Standards and Practising Teacher Criteria.

The competencies are outlined below with some indicators as to what these can look like in reality. As a department, consider these and think about what you could do next to support the success of all your learners.

**Wānanga:** *participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.*

- Teacher-student interactions - 2 way
- Interacting on a one-to-one basis
- Ask students what they like about their work and what they could change/add
- Peer assessment - marking each other's work with a criteria
- Every student is seen as important member of the class with strengths and knowledge to contribute

**Whanaungatanga:** *actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.*

- Contact home regularly with a phone call
- Teachers take time to see students outside of school such as sports, dramas, kapa haka
- Knowing your learners and students knowing you the teacher

**Manaakitanga:** *showing integrity, sincerity and respect towards Māori beliefs, language and culture.*

- Greet students in Te Reo and use throughout lessons
- Pronounces names correctly
- Uses humour with the students
- Acknowledge contexts that students are interested and connected to
- Teacher comes across as warm and connected with students
- Encourages students who finish to then help other students

**Tangata Whenuatanga:** *affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.*

- Use contexts that students engage in – authentic, meaningful
- Students can bring their experiences into the class
- Students' cultural strengths and cultural networks contribute to the teaching and learning process

**Ako:** *taking responsibility for their own learning and that of Māori learners.*

- The teacher models what they want with the whole class
- Uses feed forward, feedback to engage student learning
- Share learning intentions and success criteria
- Group work and in pairs
- Positive reinforcement and set high expectations
- Encourage self-reflection - sometimes through a learning log

### NZQA subject resources

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 with schools. 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://secondarypsocialscience.wikispaces.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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