

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 2014

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

A warm welcome back to 2014! I trust you have had a fantastic break and are feeling rejuvenated for a promising year ahead.

This year our Secondary Student Achievement professional development continues with a focus on lifting student achievement in NCEA, especially our priority learners – including 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 facilitators of the Social Sciences, we will be sharing the work we are doing to support this focus throughout 2014.

Thank you to the many of you that participated in the Social Science survey at the end of last year. It has been a great way to gauge what support teachers would like and how we can support you through this year. 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 Coordinator Social Sciences
Mob 021 708 981
margaret.leafy@otago.ac.nz

Professional learning and development

Workshop: Progression, achievement and pathways for junior Social Studies

A half-day workshop is being planned for term one. This will be for middle leaders and all teachers of junior Social Studies. The workshop will focus on assessment practices and pathways into senior Social Sciences. These national workshops are free as they are supported by the Ministry of Education through the Secondary Student Achievement professional development.

The programme will consist of:

- The use of conceptual understandings
- Assessment for formative and summative purposes
- Programme designs – building success

These will be facilitated in 16 regions. Please look out for the advertising and details of how to enrol for these through your regional facilitators. (Contact details in this newsletter.)

Subject-specific support for 2014

We will be offering some NCEA cluster support. They will take place throughout this year so please look out for the advertising of these through your regional facilitators.

What's on top?

ERO: Increasing Educational Achievement

This report presents the findings of ERO's latest evaluation of the practices 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, even in a short period of time.

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

Middle leader support

The Educational Leaders website has useful resources, news, and discussions which focus on supporting you in your leadership role.

<http://www.educationalleaders.govt.nz/Middle-and-senior-leaders>

Building success

These Ministry resources can support you to build success for your students.

Supporting education success as Māori:

<http://www.minedu.govt.nz/Boards/EffectiveGovernance/PublicationsAndResources/SupportingEducationSuccessasMaori.aspx>

Supporting Pasifika success:

<http://www.minedu.govt.nz/Boards/EffectiveGovernance/PublicationsAndResources/SupportingPasifikaSuccess.aspx>

Building inclusive schools:

<http://www.minedu.govt.nz/Boards/EffectiveGovernance/PublicationsAndResources/BuildingInclusiveSchools.aspx>

Reflecting on teacher practice

As part of the Teaching as Inquiry process, it is essential to reflect on the evidence you have gathered of all student learning. Take the time with your department to analyse student achievement data and to think about the sources of evidence to inform your practice for this year.

Data analysis can create a culture of informed practice and goal setting. It can move us from relying on perceived anecdotal evidence to 'informed reality' in order to obtain information on what is, and what is not working effectively.

Effective gathering and analysis of student learning data is used to:

- Set teacher and student achievement goals
- Identify students at risk of not achieving and gifted and talented students, to ensure learning needs of all students are met with the ultimate goal of lifting achievement for all students
- Inform programme and strategic planning
- Target professional development.

NCEA results provide summative data only. It is important to consider sources of other relevant data such as:

- Attendance data
- Retention rates
- Student voice e.g. surveys on perceptions of teaching and learning
- Formative assessments
- Teacher reflections and parent/whānau evaluations.

Through the process of inquiry, a more detailed analysis of data can unfold. The following discussion questions are worth considering when undertaking an analysis:

- What strengths can you identify and celebrate?
- What does the information tell you? How is this information useful?
- Do results indicate a need to review specific programmes (content) or teaching approaches?
- What internal moderation processes are in place?
- How are particular groups of students achieving?
- Are programmes meeting the needs of all students?
- How does the data reflect/align with assumptions or what we (think we) know anecdotally?
- Do results reflect any concerns? Is more data required?
- What supports, systems, guidance and expectations does the school have regarding gathering and analysis of data?

Have you seen.....?

2014 NZHTA Conference

This conference will be held in Auckland, Sunday 28 (early evening) through to Tuesday 30 September, 2014.

More details to follow at

www.nzhta.org.nz

ULearn 14 conference

'The Ultimate Modern Learning & Teaching conference'

This PLD opportunity focuses on modern learning and teaching practices, environments and uses of digital technologies to:

- Deepen understanding of the latest developments in pedagogy, curriculum and practice.
- Create flexible learning spaces that cater for personalised, collaborative and creative learning.
- Help align technology with effective pedagogy, and get the most out of every tool they use.

When: 8-10 October 2014

Where: Rotorua Energy Events Centre

www.events.core-ed.org/ulearn

NZQA subject resource pages

Subject specific resources including moderation newsletters, resources for internally and externally assessed standards, and scholarship resources.

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

NZQA Moderation Best Practice workshops

These workshops are delivered by NZQA. For further details please visit:

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

NZQA BPW Connecting with Contexts

These workshops are to increase teacher confidence in re-contextualising an existing assessment resource to better meet the needs of your learners. For further details please visit:

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

University Entrance literacy requirement

From 2014, new requirements apply for University Entrance. Students must meet a new literacy requirement to enter into university-level programmes from 2015.

The literacy requirement for the new University Entrance from 2014 is 10 credits at NCEA **Level 2 or above** made up of 5 credits in reading and 5 credits in writing.

New Zealand's eight universities were consulted as part of the process of defining the literacy requirement. The minimum requirement ensures students have a reading and writing ability that is sufficient to prepare them to enter university level courses.

This link to the [identified standards](#) lists the NCEA level 2 and 3 achievement standards that can contribute to the new University Entrance literacy requirement. The list identifies standards that contribute only to reading, only to writing or those that can contribute to both.

For all changes to University Entrance please visit:
www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/assessment-matters/university-entrance-requirement-from-1-march-2014/

First World War commemorations

In developing your Social Sciences programmes for 2014 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.



W100

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 including:

- Activities and projects register
- A timeline of New Zealand's involvement in the First World War
- A benchmark survey of New Zealanders' understanding of the First World War
- *Discover World War One* and *Life 100 Years Ago* sections to provide context and understanding of New Zealand's involvement
- Links to various other sites and sources.

Information is also available on:

Twitter: WW100nz

Facebook: WW100nz

National contact details for Social Sciences

National Coordinator

Margaret Leamy

Te Tapuae o Rehua
Also Regional Facilitator for
Central South/Southern regions
Geography
margaret.leamy@otago.ac.nz

Regional Facilitators

Jane Evans

The University of Auckland
Northern/Central North regions
Geography
jane.evans@auckland.ac.nz

Stephanie Ashton

The University of Auckland
Northern/Central North regions
History
s.ashton@auckland.ac.nz

Sue McVeigh

The University of Auckland
Northern/Central North regions
Commerce
s.mcveigh@auckland.ac.nz

Hilary Kingston

Te Tapuae o Rehua
Southern region
History
hilary.kingston@canterbury.ac.nz

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>

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/>