

# Secondary Student Achievement PLD

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## National Newsletter: Social Sciences

Information and resources for middle leaders in secondary schools | Term 3 2016

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

Welcome back to term three. We trust that your well-deserved break was restful and that you are re-energised for what is shaping up to be another very busy term.

In this newsletter we continue our focus on providing ideas to stimulate discussion related to your teaching and learning programme, resources to enhance these programmes further and ways in which you can support your students and their achievement.

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

We wish you well for the upcoming term.

Ngā mihi

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### Social media and networking tools

Social media is a great way for teachers and schools to interact quickly with parents and students, and many schools now use Facebook and Twitter to communicate with their community and others use blogs, vlogs and wikis.



The [Teachers Council](#) has produced this great graphic to show the various types of social media along with characteristics that are a features of all social media platforms.

For those of you who are immersed in the social media world, there are a number of initiatives that allow teachers to collaborate and contribute nationally, including [@edChatNZ](#).

The second conference for #edchatNZ is set for August at Hamilton's Rototuna Junior High school, more about this can be found [here](#). There is a wonderful blog on ways to use social media in the classroom on [Edutopia](#) that gives a number of ideas for how to use social media in a learning environment. Most subject associations also have Facebook pages where teachers can collaborate, discuss ideas and ask for advice. This [article](#) also encourages us to consider the eight digital skills we need to teach our students, all of which can be incorporated into existing teaching and learning programmes in the social sciences.

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### Subject association websites

[Commerce and Economics Teachers Association Inc](#)

[NZ Association for Classical Studies Teachers](#)

[NZ Board of Geography Teachers](#)

[NZ History Teachers' Association](#)

[NZ Association of Psychology Teachers](#)

[NZ Association for Philosophy Teachers](#)

[Religious Studies Teachers Association of Aotearoa NZ](#)

## Primary vs secondary evidence

### Same term, different meaning

In a number of our social science subjects students are asked to either select evidence from primary and secondary sources (as in history, classical studies and social studies) or collect primary and secondary data (as in geography). The use of these terms in relation to 'sources' and 'data' is causing some confusion and has been raised as an issue recently by the geography moderator. To clarify:

In **geography** 'primary data' is data that the students have collected themselves i.e. raw data from the 'field'. The list of examples from the standards covers 'observing, measuring, précis sketching, surveying, photographing, using questionnaires, interviewing'. It does not include



*The value of the research in geography is the opportunity to see the links between what they learn in the classroom and what they observe in the field.*

eyes and ears to try to gain a better understanding of something that affects people and place. While it is desirable that students are able to leave the classroom to undertake this research, this does not always have to be the case. Online surveys and visiting speakers are examples of classroom based primary research.

In **history, classical studies** and **social studies** the reference to 'primary sources' refers to materials or artifacts that originate from the actual time or event being examined. Primary source materials relate directly to the topic by either time or participation, sources such as diary entries, letters, speeches, newspaper articles from the time, oral history interviews, documents and photographs are all included in this category, along with anything else that provides a first hand account about a



*Engaging with these types of sources in class improves literacy skills, critical reading skills and thinking skills, along with providing students with a window to the past.*

gathering information from newspaper articles, websites, blogs etc – in geography these are considered secondary data as someone else has written them.

Perhaps it is best to consider the spirit or intent of the research standards – they are to develop

students' ability to conduct geographic research in the real world, to use their

person, place or event. Newspaper articles can sometimes be confusing with regards their status as either primary or secondary resources. According to [TeachingHistory.org](http://TeachingHistory.org) a newspaper article written about the 1918 influenza epidemic is a primary resource. An article written about the epidemic today, probably not written by an eyewitness or participant, would make this a secondary source.

## Useful links and resources

### Social media pages for teachers

#### Twitter

##### Geography

[Auckland Geography Teachers Association](#)  
[My Geo Log](#)  
[SteveMouldrey](#)

##### History

[NZHistory](#)  
[Bridget Williams Books](#)  
[HistoryWorksAotearoaNZ](#)  
[NZHistoryPics](#)

##### Classical Studies

[Classical Studies NZ](#)

There are also some great hashtags to search for, including:

[#edChatNZ](#)  
[#geography](#)  
[#geographyteacher](#)  
[#historyteacher](#)  
[#NZHistory](#)

#### Facebook

[NZHTAMembers](#)  
[HistoryTeachersNZ](#)  
[Senior Geography Teachers](#)  
[Senior Social Studies Teachers](#)  
[Geostuff](#)  
[Auckland Geography Teachers Association](#)  
[AGTA Scholarship Geography](#)  
[Scholarship History NZ](#)  
[Auckland Classical Association](#)  
[Psychology NZ Secondary Schools](#)

## Ākina Te Reo! Give Te Reo Māori A Go!

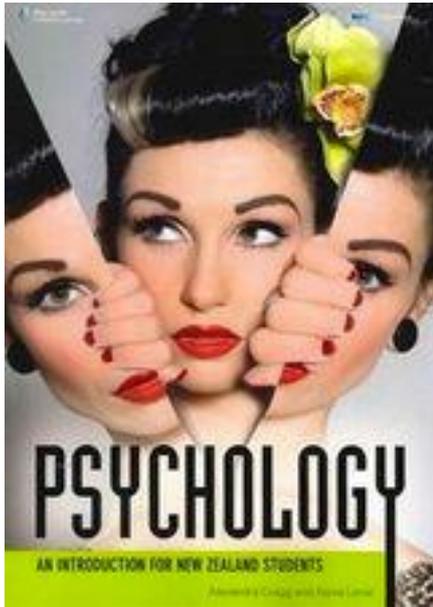
*Ki taku reo taku ohooho, ko taku reo taku mapihi mauria*

*My language is my awakening, my language is the window to my soul*

The 2016 message from Te Wiki o te reo Māori remains pertinent despite the official week being over. The challenge remains for us all to incorporate more Te Reo into our programmes and into our everyday classroom conversations. There are a number of sites with resources available for teachers listed below:

[Te Wiki o te reo Māori on TKI](#)  
[Te Taura Whiri o te Reo Māori](#)  
[Te Reo Māori TKI – English Medium](#)

## Psychology standards: Latest update



As we have reported in an earlier newsletter, the Ministry of Education is developing achievement standards in psychology in partnership with the New Zealand Association of Psychology Teachers (NZAPT) and NZQA. These standards, derived from the New Zealand Curriculum, are for teaching, learning and assessment in psychology at curriculum levels 6 to 8 and NCEA levels 1 to 3.

By the time you read this, the consultation on the draft psychology matrix and levels 1 and 2 psychology achievement standards will have been completed. Trialling of the standards will begin in schools in term 3 with NCEA level 1 and 2 standards and assessment resources available for use in schools in 2017,

and NCEA level 3 standards and assessment resources available for use in schools in 2018.

A workshop is planned for August 30 at Kohia Education Centre in Auckland for anyone interested in exploring how they can use the psychology standards in their social science courses. Those in the region will be notified of details shortly and any ideas from the workshop will be placed in the secondary social science wikispace.

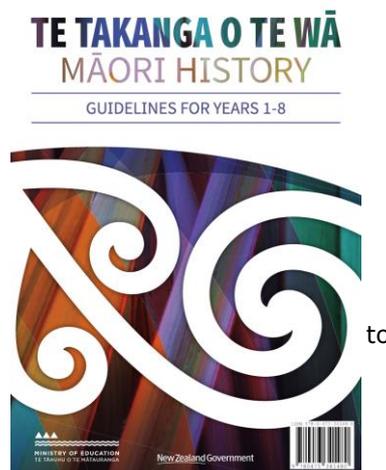
## Moderation and TKI assessments

There have been some questions raised around the resources provided on TKI. These assessment tasks are guides for teachers as to what effective assessment looks like and should not be used as actual assessment. These are publicly available resources with exemplars, so educational providers (including teachers and schools) must modify them to ensure that student work is authentic.

Teachers will need to set a different context or topic to be investigated; identify different texts to read or perform; or change figures, measurements or data sources to ensure that students are demonstrating that they can apply what they know and can do. This [link](#) will take you to the history resource page which has the generic Ministry statement at the top.

## Māori history project

In 2014 Dr Pita Sharples, the then Associate Minister of Education, announced funding for the Māori history project and reiterated a challenge laid down to history teachers at the New Zealand History Teachers Association Conference in 2012. The aim of this project is to provide an inquiry framework and some guidelines for schools to review their history programmes and to link/partner with the local iwi historians and communities develop a shared understanding of events that shaped the place/region we belong to, or live in.



## Business studies notice

All business studies teachers need to ensure that they read the information below that has been submitted by the National Assessment Facilitator:

The following externally-assessed business studies achievement standards,

- AS 90837, AS 90843 and AS 91379 (Internal Factors)
- AS 90838, AS 91844 and AS 91380 (External Factors)

require candidates to use examples to support explanations.

Candidates who have not studied a business in depth, in their school programme, are likely to be disadvantaged in the examinations.

## Digital assessment trials and pilots

Familiarisation activities for the digital pilots and trials will go up online on August 18. NZQA is also publishing a series of newsletters on a regular basis about the digital trials and where these are headed. These can be found on the [Future State, Latest News](#) page.

## PLD from 2017

From 2017 all Ministry funded PLD will need to be delivered by accredited PLD providers. Currently all facilitators involved in the provision of PLD are preparing for this accreditation process. For more information about this process and what PLD will look like from 2017, see the [Ministry Website](#)

## The common good: remedies for civic disengagement

The Education Gazette recently published an article in response to the Electoral Commissioner's piece on young New Zealanders and their engagement in politics.

Dr Bronwyn Wood (Victoria University), Rowena Taylor and Rose Atkins (Massey University), along with a group of senior social studies teachers from central New Zealand, are currently involved in an ongoing TLRI research project looking at how students take personal social action. In the lead up to the 2017 election this article is one that social studies teachers could well be interested in.

As this is determined on a local basis, the programmes being developed are designed to meet the needs of school communities as directed by *The New Zealand Curriculum* (2007). The four clusters (in Rotorua, Whanganui, Wellington and Waihopai) are all following different models, but underpinning all of them as a desire on behalf of all teachers to learn about local history, and find ways to incorporate this appropriately into their programmes of work.

This work is also allowing those teachers involved to build strong relationships with their runanga and iwi mentors, develop their knowledge, understanding and practice of culturally responsive pedagogy and to delve into oral history. In addition to this, teachers are exploring best practice around writing programmes of work and assessment in a supportive cluster environment.

More information about this project can be found on the [Māori History in Schools](#) page.

## Education for sustainability: Educating in a time of global uncertainty and change



"The conventional wisdom holds that all education is good and the more of it one has, the better.... The truth is that without significant precautions, education can equip people merely to be more effective vandals of the earth."

(David Orr, 2004).

We are educators in a time of great uncertainty. The world is facing unprecedented ecological issues such as climate change, loss of biodiversity, pollution, fresh-water issues deforestation and desertification as well as social issues like increasing levels of inequality and worsening child poverty. How do we address such issues while still retaining hope for the future, and equip our young people to be committed, engaged citizens able to collaborate to tackle such 'wicked problems'?

The principles and concepts of education for sustainability (EfS) provide a gateway to such learning as they are focused on transformative change towards a more environmentally sustainable and socially just future. They also closely reflect the vision, principles and values of the New Zealand curriculum.

We must remember, however, that it is not the task of the schools to solve the political problems of society or to improve the world with the help of students' activities. All activities must be evaluated on the basis of educational value and criteria. The crucial factor must be what students learn from participating in such activities, or from deciding on something else. EfS provides a lens through which teaching and learning programmes can be reviewed, and refocused in order to equip our young people with the knowledge and competencies necessary to embrace a world of uncertainty.

For more information about EfS please visit:  
[Curriculum Resources TKI](#)  
[Education for Sustainability Curriculum guide](#)  
[NZQA Subject Resources](#)

## Treaty of Waitangi resources for social studies teachers

The teaching of NZ history has had considerable media attention paid to it recently. We have compiled a list of agencies that have made available resources that students can easily access.

### [Ministry for Culture and Heritage](#)

[Te Taiwhakaea Treaty Settlement Stories](#) is a large national project which will contain accounts of settlements from a range of participants and historians. This interactive site is being produced in collaboration with iwi and hapu and aims to improve understanding of the Treaty. Inquiry units, teacher guides and fact sheets will be available by 2017 as well as interviews with some involved in the settlement process.

### [Department of Internal Affairs](#)

The [Archives Exhibition Project](#) is a new exhibition at the National Library from early 2017. It will display the Declaration of Independence, The Treaty of Waitangi and the Women's Suffrage Petition and will be supported by online resources and programmes on the theme of "By acting together, individuals can create powerful change." The resources will be aligned to the NZC and Te Marautanga o Aotearoa. It will look at the relevance of the documents to contemporary issues, including citizenship.

### [Waitangi Tribunal](#)

There are a number of good [school resources](#) available on the Waitangi Tribunal site, including [tribunal reports](#)

### [National Library](#)

Digital access to libraries and museums and Waitangi Tribunal reports is provided on this site and the National Library can provide fiction and non fiction resources related to the Treaty. A primary sources gallery is coming.

[Epic](#) provides access to the Bridget Williams Books Treaty of Waitangi Collection including *Tangata Whenua: A History*.

### [Ngā Taonga Sound and Vision](#)

A huge collection of items including the Māori TV archive, along with material on [Waitangi Day](#) events since 1934.