

Secondary Student Achievement PLD

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National Newsletter: Social Sciences

Information and resources for middle leaders in secondary schools | Term 4 2016

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

The role of the Social Sciences

The Social Sciences are an integral part of the New Zealand Curriculum and need to be recognised as such. Alongside the other learning areas the Social Sciences develop and build on critical thinking skills, problem solving, and the involvement of people in society as active participants. The thirteen disciplines that sit under the Social Sciences unpack for our citizens their culture and identity, allowing them to become well rounded critical citizens. It is the role of the Social Sciences to equip our students with the capacity to understand the "sustainable social, cultural, economic and environmental future for our country."¹

The NZC states, "Our vision is for young people who will work to create an Aotearoa, New Zealand in which Māori and Pākehā recognise each other as full Treaty partners and in which all cultures are valued for the contributions they bring." In order to attain this goal, the Social Sciences learning area must continue to be viewed as an essential part of a balanced curriculum. In this time of uncertainty it is crucial that teachers act as advocates for their learning area. This advocacy could come through their inquiry cluster, subject cluster groups, subject associations, school partnerships, CoLs and schools.

¹ New Zealand Curriculum, 2007 p8

IMPORTANT MESSAGE - End of SSA Centrally Funded PLD

We have been advised by the Ministry of Education that the Secondary Student Achievement (SSA) PLD contract will end in December this year, after 5 years. The Ministry is introducing a new system for centrally-funded PLD that focuses on a small number of national priority areas and provides the opportunity for schools to request their PLD and facilitators through an area allocation panel.

If you want subject-specific PLD in 2017 you will need to request it through the Ministry. We advise you to talk with your principal about this so they can contact your regional Ministry of Education office and complete the appropriate forms to request subject-specific PLD. Whilst we can offer no assurances about the outcomes of such requests, we want to make sure you are aware of the process. More information about the future of PLD can be found at this Ministry website: <http://services.education.govt.nz/pld>

This will be the last SSA national newsletter. We hope these newsletters have been valuable for you and the teachers in your department. These newsletters have been a component of the SSA PLD alongside national workshops in every learning area and literacy; inquiry clusters; regional clusters; and in-depth PLD with a number of schools.

We have been privileged to lead the SSA PLD contract for the last 5 years.

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Subject associations

[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](#)

Literacy in Social Studies: The Learning Progression Frameworks (LPF)

*What should student writing look like in a year 10 social studies class?
What specific literacy skills should students be able to do in years 9-10?
How can teachers encourage students to draw meaning from a piece of text?*

These questions and more are addressed in a new tool prepared by the Ministry of Education called the Learning Progression Frameworks (LPF). Its main purpose is in its name as it seeks to illustrate the steps students take (or need to take) to develop their expertise in writing and reading and maths.

Recognising that a considerable proportion of adult New Zealanders lack the necessary level of competence needed to fully participate in an information and technology-rich society, this tool has been designed to help teachers directly tackle this issue. Spanning years 1 to 10, it will be especially useful for teachers of years 9-10 and, even more important, it has exemplars taken from the Social Sciences learning area.

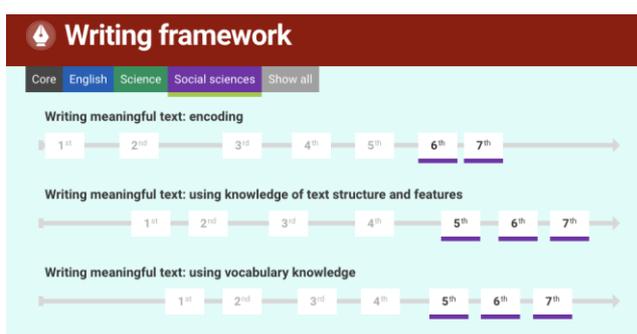


Both the reading and writing frameworks are divided into seven specific skills (aspects). An example from reading: *Making sense of text: vocabulary knowledge*. An example from writing: *Using writing to think and organise for learning*. Within each 'aspect' there is a set of Social Science exemplars. These explain the student task, show the student's work, and are annotated to explain what step the student is working at. In some aspects there are 6 'steps', in other aspects there are 8 'steps'. They are just that - 'steps' in the progression of that particular skill. Because of this variance the steps don't align with curriculum levels, however the last 'step' in each aspect does represent the standard students should be working at NZC curriculum level 5.

There is a lot to absorb in this tool and we suspect many teachers will be surprised at the level of competence illustrated in the highest 'steps'. Rather than be dismayed, however, we strongly urge that you see this as a goal to strive for with your students.

Our suggestion is that you familiarise yourself with the LPF first by working through the seven interactive modules on the website (you will need to register and create an account when you first log in). This could work well as a department activity.

This tool has the potential to radically refocus the nature of learning in many of our Social Science classrooms with the realisation that we are all responsible for developing the literacy competencies of our students.



Three of the Writing aspects showing those with social science exemplars.

Learning Progression Framework

This page has more information on the LPF and how this can illustrate the significant steps that students take as they develop their expertise in reading, writing and mathematics between years 1 – 10. The LPF builds on the New Zealand Curriculum, and it underpins the Progress and Consistency Tool (PaCT) for years 1–8 (curriculum levels 1–4), creating a powerful toolbox for planning and assessing progress.

The LPF for teachers at Years 9 and 10

Year 9 and 10 teachers can use the frameworks to identify students' reading, writing, and mathematics knowledge, skills, and attitudes. Teachers can also use the frameworks to plan programmes that provide learning opportunities which will enable their students to succeed at secondary school and beyond.

Literacy online

The Literacy Online website has been set up to help teachers develop teaching and learning programmes based on the literacy needs of their learners. There are numerous resources and ideas for teachers to take away from the site and implement in their classrooms to ensure accessibility to texts for all their students.



Three Level Guide

The Three Level Guide is used to encourage students to read beneath the surface of a text as this is a skill that is often a challenge for secondary school students. By focusing on the information first, interpreting what the writer is saying and then critically evaluating the information and relating it what they already know a deeper understanding of the information is gained.

National workshops – links to wikispace

All the previous SSA national workshops are available on the Social Sciences wikispace along with all the resources used. To summarise this, we have:

- 2016 Courageous Classroom Conversations
- 2015 Assessment in Junior Social Studies
- 2014 Lifting Achievement in Geography; Differentiation in Geography
- 2013 Creating the Successful Geography Classroom; Building Success in NCEA History
- 2012 History Level 3 Alignment Workshop; Programme Planning Workshops; Culturally Responsive Teaching

There are resources for every discipline, and other areas of interest, sitting under the Social Sciences on this wikispace. Our advice is to log in and download anything you may be interested in or think you may need, as we are unsure of the future of this site, after the end of the SSA PLD. <https://secondarysocialscience.wikispaces.com/>

Links with other curriculum areas

The Social Sciences provide a wealth of contexts and opportunities to allow for integration across the learning areas. This is being explored by schools across the country now. For example, a text being studied in English can have the context given further depth by being studied in History. *The Help* (Kathryn Stockett) and the *Midwife of Hope River* (Patricia Harman) can be complemented by a history study in Black civil rights; or a history research standard on the impact of influenza on Māori communities could provide the basis for the English speech standard.

Students examining a significant event in Geography for AS3.3 could use the same context (providing it was a physical event such as Polyfest or the Rugby Sevens), in physical education for AS3.5. Both standards cover the impact of the event on NZ society. In explaining and evaluating the planning and decision-making involved (3.3) the students are helping to describe the event in detail for 3.5. Careful wording would be needed but much of the work could fulfil the demands for both.

By collaborating creatively we are able to make meaningful learning experiences for students and start to break down the silos that exist within secondary schools. We envisage that teachers would need to collaborate around assessment methods in an attempt to reduce students' assessment fatigue.

Acknowledgements

We would like to acknowledge those members of the Social Sciences team who have worked for both Te Tapaue o Rehua and Team Solutions (University of Auckland) over the last five years. An enormous debt of gratitude goes to Margaret Leamy and the amazing vision she had for building a Social Sciences community focused on lifting achievement, implementing culturally responsive pedagogy and supporting teachers in a collaborative environment. Thank you Margaret for your tireless work as National Co-ordinator for four years. Thank you also to our past facilitators who have similarly dedicated enormous time and resource to the community; Stephanie Ashton, Shirley Beazley and Jane Evans for the Central North and Northern rohe; and Hilary Kingston, Derek McLauchlan and Suzanne Baldwin for the Central South and Southern rohe.

Thank you also to all the middle leaders and teachers who have welcomed us into their schools, departments and classrooms. Your ako and manaakitanga were very humbling for us all. It has been a privilege to work with you all over the last five years.

Finally, Gill and I would like to acknowledge our current facilitators Carol Jarman and Mary Greenland. We have appreciated immensely your dedication, enthusiasm and professionalism. Thank you for everything you have done over the last 12 months ☺

Important links



[Social Sciences Wikispace](#)

[Accounting](#)

[Business Studies](#)

[Classical Studies](#)

[Commerce](#)

[Economics](#)

[Education for Sustainability](#)

[Geography](#)

[History](#)

[Junior Social Studies](#)

[Media](#)

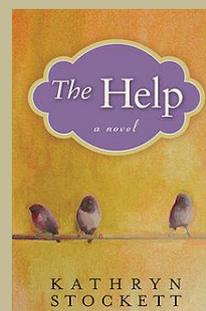
[Psychology](#)

[Religious Studies](#)

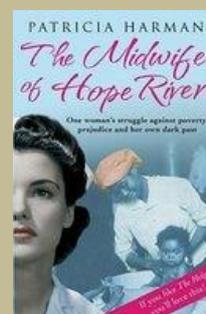
[Senior Social Studies](#)

Links: other curriculum areas

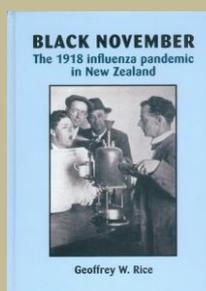
The texts mentioned to the left can be found in a variety of places, links to these have been placed below:



[Amazon](#)
[Book](#)
[Depository](#)
[Fishpond](#)



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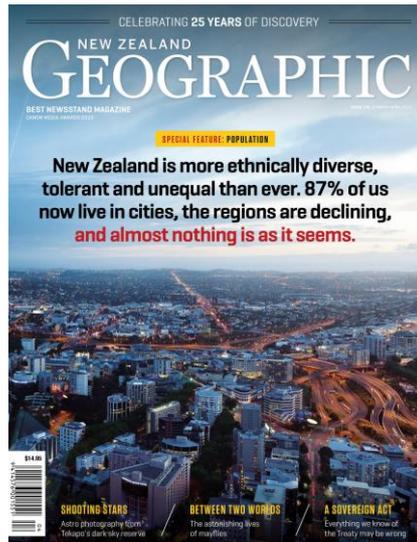


SocCon 2017: Developing global citizens

This conference will be held in Napier from 4-6 October, 2017 with a focus on developing global citizens. With the increasing globalisation of the world it is imperative that our students are prepared to think globally and act locally. Put these dates in your diary now!

New Zealand Geographic magazine

The *New Zealand Geographic* archive is provisioned free to all schools through EPIC and covers local content from the Antarctic Dependency to the Pacific Territories and has over 25 years of articles featured on it. There are no passwords or signups to access the content and there is a free weekly email news service for teachers to connect trending news with items in the archive of interest to students.



Ka kite anō

Farewell from the Social Sciences team for 2016. This is our final newsletter for the SSA contract, and we hope you find the information that we collated for this newsletter useful. We look forward to seeing you all again, in some capacity in the future, and would like to wish you all great term four and a wonderful and well-deserved Christmas break.



Some reading suggestions for your summer holidays

[SocCon 2017](#)

[History Extra](#)

[Teaching History](#)

[Historical Association](#)

[National Geographic](#)

[Geographical](#)

[NZ Geographic Magazine](#)

[The Classics Library](#)

[Hour by Hour account of the eruption of Mt Vesuvius](#)

[Psychology Today](#)

[Psychologies](#)

[New Zealand Journal of Psychology](#)

[Journal of International Business Studies](#)

[Commerce Magazine](#)

[Chamber of Commerce resources](#)

[National Council for Social Studies](#)

[Studies Weekly](#)

[The Economist](#)

[EcoNZ@Otago](#)

[Prospect Magazine](#)

[Time](#)

[The Listener](#)

[Mana](#)

[e-Tangata](#)

[History Today](#)

[Family Tree](#)

[Who Do You Think You Are?](#)

[Reminisce](#)

[Smithsonian](#)