

Across School PLD 6th September

This session will focus on using stories or the story behind a picture to ignite curiosity. It links to the curriculum framework for ***“DO” Identifying and exploring historical relationships***. We will be showing how a story can be used to hook, engage, provoke, and deepen understanding about history. Stories can be a launch pad to learning, and from the interest sparked in them, deeper questioning and inquiries can emerge. The ***“KNOW”*** we will draw on is ***Culture and Identity***, how the past shapes who we are, and how stories are woven into our identities.

Thinking of stories as Christians, we have God’s big story that gives meaning and purpose to all stories within history. As mentioned before, our distinction as a faith based community means our outcomes should be deeper and richer. Questions to ponder on before the day are “How does our faith inform interpreting historical & cultural stories?”, “Do we create a narrative about the past (knowingly or not) that is what we want it to be, rather than what it is?”



Aotearoa New Zealand's Histories

Me tiro whakamuri, kia anga whakamua.

If we want to shape Aotearoa New Zealand's future, start with our past.

CEN Kāhui Ako PLD 6 September

OVERVIEW: Stories from Aotearoa

There are three main goals for today

- 1) To explore Aotearoa's histories through pictures and the story behind the picture.
- 2) To grow in our own personal journey of learning and understanding about Aotearoa's history and how our faith intertwines with this.
- 3) To introduce the Tūhura resource as a starting point for learning about Culture & Identity.

From the Aotearoa NZ Histories Curriculum

Understand - Big Idea (Overview)

Year 1 - 4: Māori history is the foundational and continuous history of Aotearoa NZ

Year 5 - 10: Relationships and connections of people across boundaries have shaped the course of Aotearoa New Zealand's Histories

Know - Context (Overview)

Culture and Identity:

This context focuses on how the past shapes who we are today - our familial links and bonds, our networks and connections, our sense of obligation, and the stories woven into our collective and diverse identities.

Do - Inquiry Practices (Overview)

Identifying and exploring historical relationships

The construction of narratives about the past is based on the ability to sequence events and changes and to identify historic relationships between them and how long ago they happened. Depending on who is telling the story, the same story can be told in different ways.

OVERVIEW - ALL YEAR LEVELS

Upon Arrival 3pm

Drinks and snacks available for teachers, allow 10 minutes for chat and re-connection, and late arrivals.

Organise the teachers into groups (mixed schools) in a creative way.

Welcome & Warm Up 3:10pm

Welcome the group, give an overview of the afternoon. Share that the next PLD will be on Discerning the Past (Term 4). These are linked to "DO" Critical Inquiry Practices, and will be aligned with a Big Idea (Understand) and relevant context (Know).

Talk about the Understand, Know and Do we are covering today. Link this to stories - they are everywhere! Aotearoa's History could be viewed as a collection of stories that overlap, intertwine and feed each other. Easy for our tamariki to relate to - stories are their life!

Do the "What's the story?" warm up.

Activities 3.30 - 3.45pm

Watch the video. The video is for us as teachers to think about our personal journey into the history of Aotearoa. Questions for teachers to think about while they are watching are on the slide with the video. After the videos, in small groups discuss these questions and share with the larger group.

Story Activities 3:45 - 4.30pm

Introduce the Tūhura resource. Explain that the stories/resources were sparked from the age appropriate Tūhura resource and can be found online in the ANZH Histories page.

Complete your age group activities.

Wrap Up 4.30pm

To finish off, introduce the Kāhui Ako website. Show the teachers where the resources for the Term 2 and Term 3 PLD are located.

Finishing by 4.45pm at the latest.

Warm Up Activity

In groups, teachers create their own short narrative (like a fable) based on the characters they are given. They should try to include a moral to their tale, and it must be set in Aotearoa. They then tell their story to the larger group.

Purpose: Groups will be given the same characters, (don't tell them this), but will probably create a different story around them. Groups may choose different antagonists, heroes, and may or may not follow the general stereotype of a bird, insect or tree, but change it. When listening to the stories, identify the differences.

The difference in the stories that they will find is the link to the "DO" for each age group about understanding how other people might tell, or interpret stories differently - even with the same characters.

If all groups have told the same or similar stories, or follow the usual stereotypes, challenge them as to why this has happened - do we have ingrained patterns of thinking or understanding about certain things? How would the story have been different if told by a different character?

"DO"

Year 1 & 2: Retell a story from the past and talk about how other people might tell it differently.

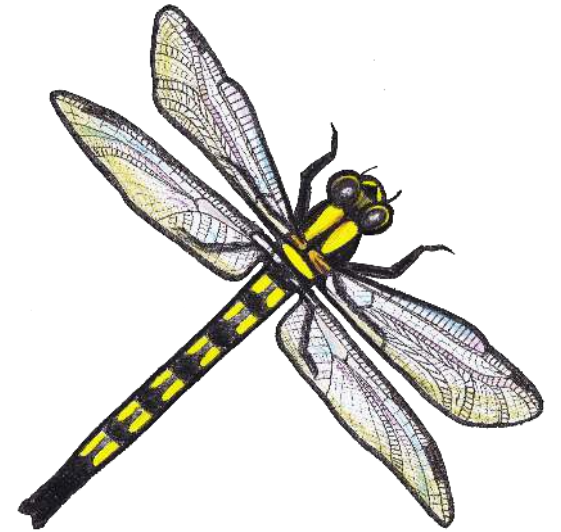
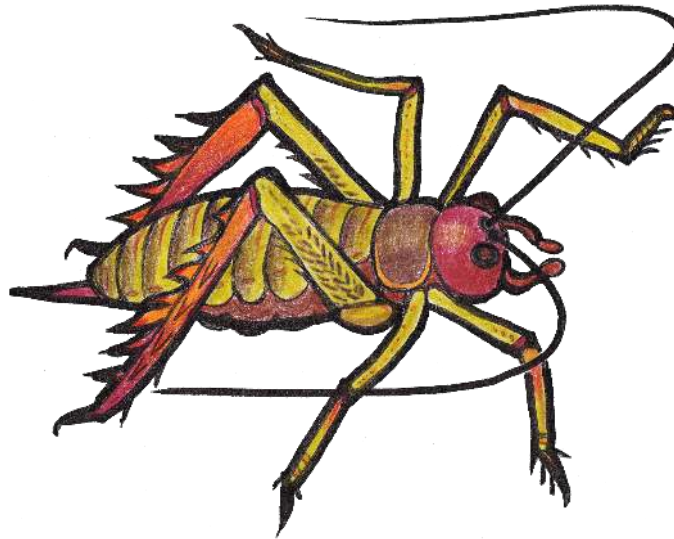
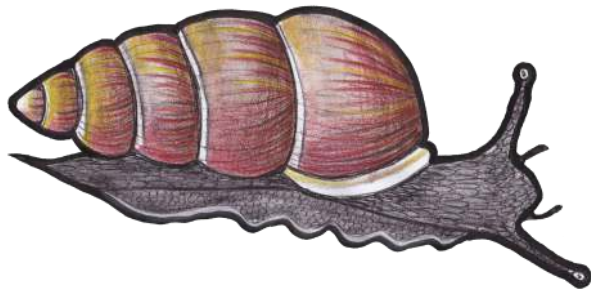
Year 3 & 4: Retell a story from the past and talk about how other people might tell it differently.

Year 5 & 6: Construct an historical sequence of related events and changes and say how other people might construct the sequence differently.

Year 7 & 8: Construct a narrative of cause and effect that shows relationships between events... recognise that others might interpret these relationships differently.

Year 9 & 10: Construct a narrative of cause and effect that shows relationships between events... recognise that others might interpret these relationships differently.

Warm Up Activity - Year 3 & 4 Characters



Tūi
Snail
Weta
Dragonfly



Land of the Long White Cloud | Episode 2 -
Inheriting Privilege | RNZ

Discussion Point - digging deeper



**Land of the Long White Cloud | Episode 2 -
Inheriting Privilege | RNZ**

Questions to discuss

- What are your thoughts on the idea of Pakeha privilege?
- As a Christian, how does the idea of privilege sit with your beliefs?
- Do you think we create a narrative of the past that is more acceptable to our conscience? Either a personal narrative or historical (national) narrative?
- Jen talks about honouring the Treaty of Waitangi by restoring balance; shifting the understanding of Pakeha through learning and educating ourselves about the past, challenging our own patterns of thinking and understanding. What are your thoughts on this?
- As Christians, we have a restorative God - we have all experienced this with Him. Where does Christianity sit with restoring the balance, or honoring the Treaty for you?
- Jen says "We can't change the story of our ancestors, but we can try to build a different future". How do you think Aotearoa NZ Histories can contribute to this?

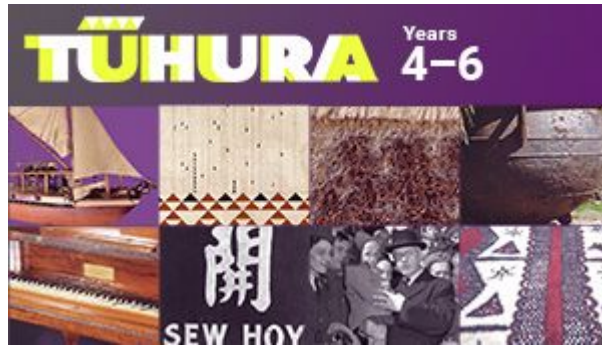
On the next slide the discussion questions are written in a table that can easily be printed out and cut up for each small group to discuss.

Discussion Point - digging deeper

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Where we came from



Migration and Settlement Stories



Our changing identities



Contested Identities

Tūhura

A resource created by the ministry of education for teachers, specifically for the teaching of *Whakapapa me te Whanaungatanga* “*KNOW - Culture and Identity*” .

Today's activities are taken from Tūhura, they can be used to engage tamariki in exploring history using critical thinking, and easily linked and integrated into learning in other curriculum areas.

The resources are easily accessible on the Aotearoa NZ Histories website, and are accompanied with teacher notes and slideshows.

[Link to Aotearoa NZ Histories website](#)

[Link direct to Year 4 - 6 Tūhura Resources](#)

Aotearoa New Zealand's Histories

*Me tiro whakamuri, kia anga whakamua.
If we want to shape Aotearoa New Zealand's future, start with our past.*



Curriculum links to Aotearoa New Zealand's histories

The eight items in this collection are historical prompts relating to the context of **Whakapapa me te Whanaungatanga**. The discover-explore-research-respond sequence will support ākonga to think critically as they explore culture and identity and develop their understanding of the big ideas. Ākonga can then use their learning to develop their own collection.

Understand Big ideas

Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years
- the course of Aotearoa New Zealand's histories has been shaped by the use of power
- relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

Know Contexts

For the national context **whakapapa me te whanaungatanga: culture and identity**, I know the following:

The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand.

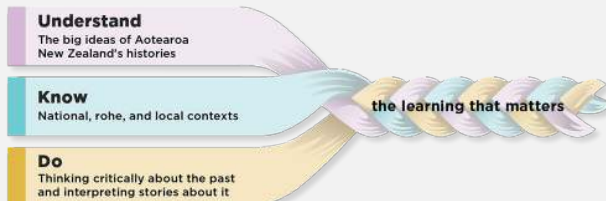
Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.

Individuals and communities have responded to international conflicts in a range of ways for a range of reasons.

Do Inquiry practices

In my learning in Aotearoa New Zealand's histories, I can:

- construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently
- use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past. I can identify views that are missing and note how this may affect my answers
- identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.



Using the collection

The following process will help you to use the collection with your ākonga before they carry out their own inquiries and create their own collection.

1. Introducing ākonga to the collection

- Activate ākonga prior knowledge: Ask what they know about the history of migration and settlement in Aotearoa New Zealand. Be aware of who your students are and how they might feel about these histories. Some might have strong emotions, there might be conflicting views. Think about how to manage this to keep everyone safe while exploring the histories. For support with handling difficult conversations on these topics, see the [Leading Local Curriculum Guide series](#).
- Ensure ākonga have a good understanding of topic-related concepts and vocabulary. The links below take you to a list of this vocabulary and suggest activities for introducing them.

[Activities for introducing concepts](#) Download PDF | 70 KB

[Key concepts and vocabulary](#) Download PDF | 77 KB

2. Meeting the historical prompts

You may choose to focus on one prompt, a few as part of a unit, or the full eight. To introduce the theme of migration and settlement stories, have ākonga look at the prompts you have chosen and discuss how they might be connected. Click on the link below for suggestions for activities to help ākonga explore the connections.

[Activities for exploring connections](#) Download PDF | 68 KB

3. Engaging with a prompt

The sequence “discover, explore, research, and respond” is used for each of the eight historical prompts. This sequence involves discovery questions to encourage ākonga engagement, a description of each prompt, and suggested research questions to facilitate further discussion. Ākonga answer the research questions before responding to the prompt using the activity provided.

4. Making connections

Before ākonga carry out their own inquiries to create their own collection, ensure they have opportunities to reflect on their learning and demonstrate their understanding of the different histories and perspectives explored in each prompt, how different people's' understandings of them have changed over time, and how they relate to each other.

Use the activities below to help ākonga make connections between the events and histories reflected by the prompts they have looked at, in relation to the theme of migration and settlement stories.

[Activities for synthesising learning](#) Download PDF | 77 KB



[Back to Collection](#)





Back to Collection



Te Aurere-iti

DATE: 1996–97

IMAGE: Museum of New Zealand
Te Papa Tongarewa (ME016510)

Many people believe that Māori tūpuna first came to Aotearoa from their home in Hawaiki around 700–800 years ago. They sailed across Te Moana-nui-a-Kiwa/the Pacific Ocean on waka hourua (double-hulled canoes). It was a long journey, and they would have encountered storms and very rough seas. They had to take everything they would need for the long journey as well as things that might be useful in the new land.

In 1991–92, a group of people made a waka hourua like the ones the tūpuna used. The group made voyages across the Pacific following the routes taken by those early ancestors using the methods of navigation they would have used. The waka hourua was named *Te Aurere*.

Te Aurere-iti is a model of *Te Aurere*. It's about one third its size (*iti* means small in te reo Māori). You can see it in Te Papa.



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Discussion

What do you think it would have been like to travel across the Pacific?



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Discussion

Why do you think waka hourua
had two hulls?



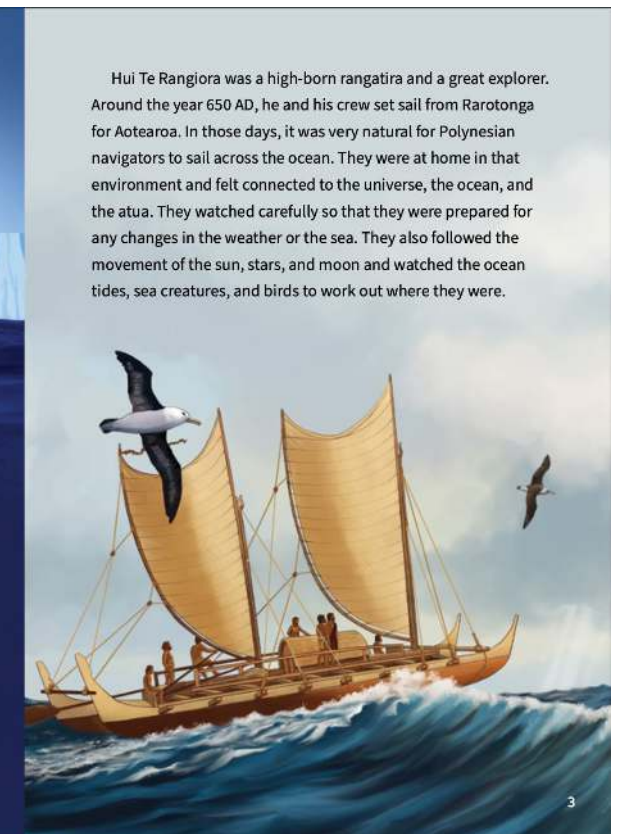
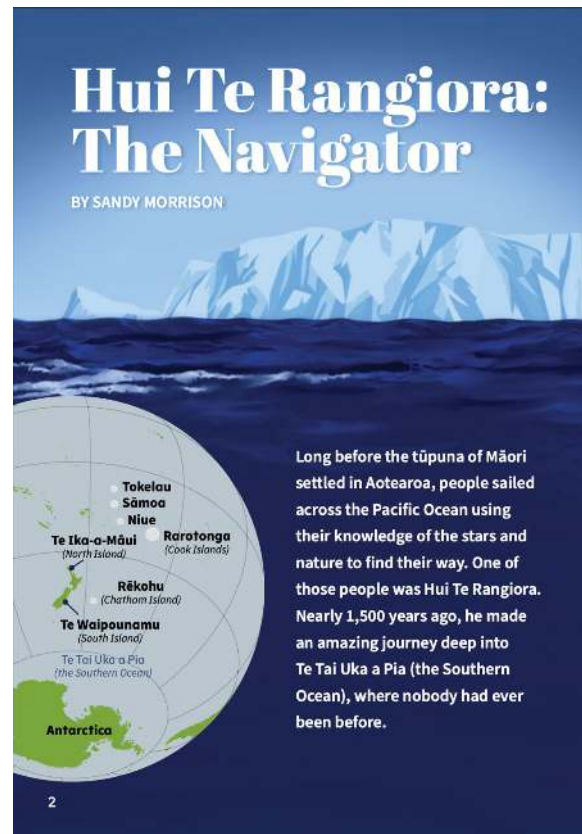
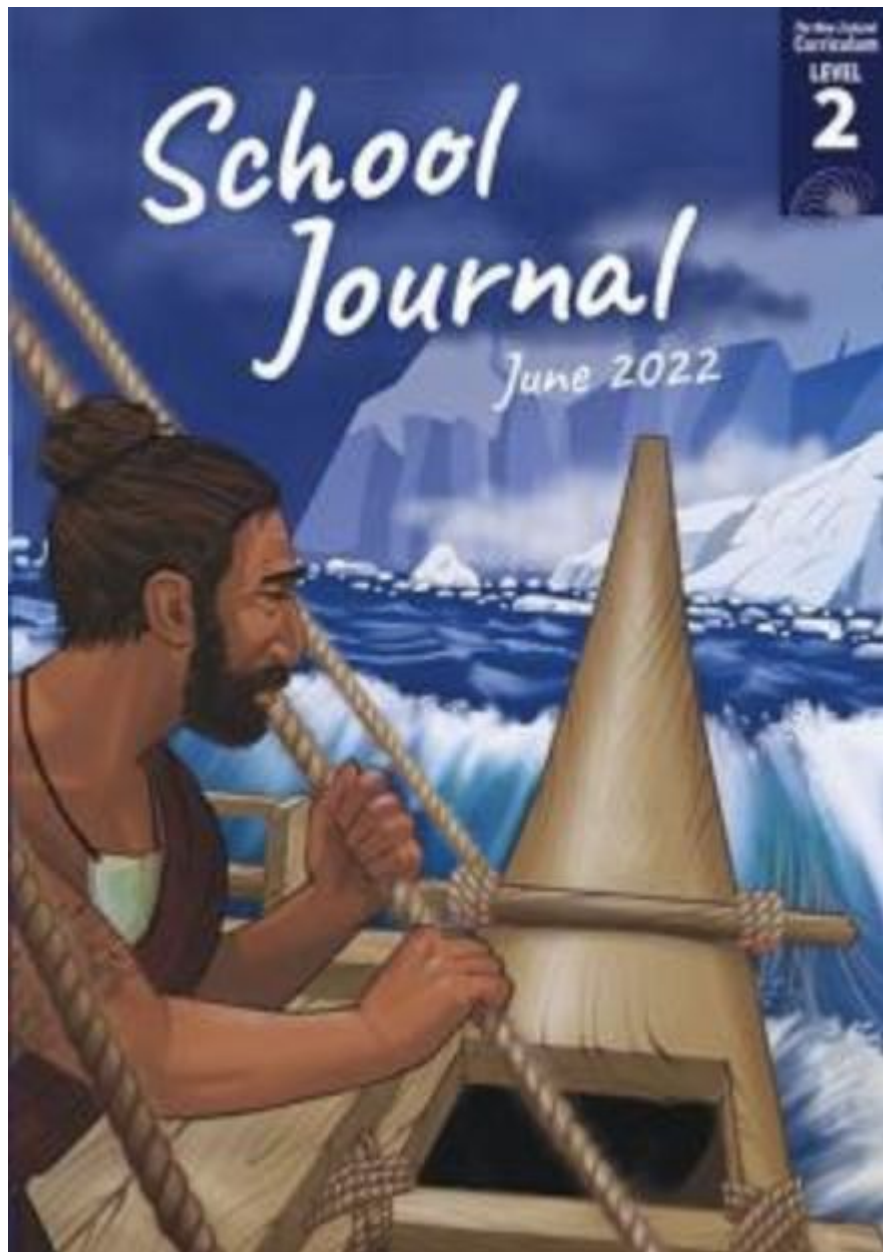
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Discussion

Why do you think Māori tūpuna made the journey to Aotearoa New Zealand?

Other Stories to prompt critical thinking and curiosity



[Link to TKI School Journals](#)

Picture to prompt critical thinking and curiosity



From "Aotearoa The New Zealand Story" By Gavin Bishop

Visible Thinking Routines to use with picture prompts

CORE VISIBLE THINKING ROUTINES from www.visiblethinkingpz.org	
<p>What Makes You Say That</p> <ol style="list-style-type: none"> 1. What's going on? 2. What do you see that makes you say that? 	<p><i>Interpretation with Justification Routine</i></p> <p>This routine helps you describe what you see or know and asks you to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites you to share your interpretations, it encourages you to understand alternatives and multiple perspectives.</p>
<p>Think Puzzle Explore</p> <ol style="list-style-type: none"> 1. What do you think you know about this topic? 2. What questions or puzzles do you have? 3. How can you explore this topic? 	<p><i>A routine that sets the stage for deeper inquiry</i></p> <p>To help you connect to prior knowledge, to stimulate curiosity and to lay the groundwork for independent inquiry.</p>
<p>Think Pair Share</p> <ol style="list-style-type: none"> 1. Pose a question to others. 2. Ask them to take a few minutes of thinking time. 3. Pair by turning to a nearby learner. 4. Pair's then share thoughts. 	<p><i>A routine for active reasoning and explanation</i></p> <p>This routine encourages you to think about something, such as a problem, question or topic, and then articulate your thoughts. The routine promotes understanding through active reasoning and explanation. Because you are listening to and sharing ideas, Think Pair Share encourages you to understand multiple perspectives.</p>
<p>Circle of Viewpoints</p> <p>Brainstorm a list of different perspectives and then use this script skeleton to explore each one:</p> <ol style="list-style-type: none"> 1. I am thinking of ... the topic... From the point of view of ... the viewpoint you've chosen 2. I think ... describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint 3. A question I have from this viewpoint is ... ask a question from this viewpoint <p>Wrap up: What new ideas do you have about the topic that you didn't have before? What new questions do you have?</p>	<p><i>A routine for exploring diverse perspectives</i></p> <p>This routine helps you consider different and diverse perspectives involved in and around a topic. Understanding that people may think and feel differently about things is a key aspect of the Fairness Ideal.</p>
<p>I used to think... Now I think...</p> <p>Remind yourself of the topic you want to consider. It could be the ideal itself--fairness, truth, understanding, or creativity--or it could be the unit you are studying. Write a response using each of the sentence stems:</p> <ul style="list-style-type: none"> • I used to think... • But now, I think... 	<p><i>A routine for reflecting on how and why our thinking has changed</i></p> <p>This routine helps you to reflect on your thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in consolidating new learning as you identify your new understandings, opinions, and beliefs. By examining and explaining how and why your thinking has changed, you are developing your reasoning abilities and recognising cause and effect relationships.</p>
<p>See Think Wonder</p> <ol style="list-style-type: none"> 1. What do you see? 2. What do you think about that? 3. What does it make you wonder? 	<p><i>A routine for exploring works of art and other interesting things</i></p> <p>This routine encourages you to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.</p>
<p>Compass Points</p> <p>E = Excited What excites you about this idea or proposition? What's the upside?</p> <p>W = Worrisome What do you find worrisome about this idea or proposition? What's the downside?</p> <p>N = Need to Know What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?</p> <p>S = Stance or Suggestion for Moving Forward What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?</p>	<p><i>A routine for examining propositions</i></p> <p>To help you flesh out an idea or proposition and eventually evaluate it.</p>

UNDERSTANDING VISIBLE THINKING ROUTINES from www.visiblethinkingpz.org	
<p>Connect Extend Challenge</p> <p>CONNECT: How are the ideas and information presented CONNECTED to what you already knew?</p> <p>EXTEND: What new ideas did you get that EXTENDED or pushed your thinking in new directions?</p> <p>CHALLENGE: What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</p>	<p><i>A routine for connecting new ideas to prior knowledge</i></p> <p>The routine helps you make connections between new ideas and prior knowledge. It also encourages you to take stock of ongoing questions, puzzles and difficulties as you reflect on what you are learning.</p>
<p>Layers</p> <p>Each Layer Consists of 4 Possible Elements to Seek Out and Identify in the Work</p> <p>Narrative: The story, the back or pre story, the other or hidden story, the message</p> <p>Aesthetic: The appeal (what pulls you in?), the reward or take away, the skill/mastery of the artist on display, the new/different/unusual</p> <p>Mechanical: Technique, Form/structure, Methods, Symbolism</p> <p>Dynamic: Surprise, Tension, Emotion and Movement</p> <p>Connections: To other works (in and out of the medium/genre), to history, to oneself, to the artist's other works or personal life.</p>	<p><i>A routine for structuring analysis of creative works</i></p> <p>To identify powerful questions that can guide inquiry and deepen our understanding, we need questions that are both generative (that take us somewhere) and genuine (that we care about). This routine helps you look at the questions you have generated, maybe through another routine such as Think-Puzzle-Explore or See-Think-Wonder, and identify which are most worth investigating.</p>
<p>Headlines</p> <ol style="list-style-type: none"> 1. Sum up and capture the essence of an event, idea, concept or topic. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be? 2. Probe how your ideas of what is most important and central to the topic being explored have changed over time: How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday? 	<p><i>A routine for capturing essence</i></p> <p>This routine helps you capture the core or heart of the matter being studied or discussed. It also can involve you in summing things up and coming to some tentative conclusions.</p>
<p>Question Starts</p> <p>Brainstorm a list of at least 12 questions about the topic, concept or object. Use these question-starts to help you think of interesting questions:</p> <p>Why...?</p> <p>How would it be different if...?</p> <p>What are the reasons...?</p> <p>Suppose that...?</p> <p>What if...?</p> <p>What if we knew...?</p> <p>What is the purpose of...?</p> <p>What would change if...?</p> <p>Review the brainstormed list and star the questions that seem most interesting. Then, select one or more of the starred questions to discuss for a few moments</p> <p>Reflect: What new ideas do you have about the topic, concept or object that you didn't have before?</p>	<p><i>A routine for creating thought-provoking questions</i></p> <p>This routine provides you with the opportunity to practice developing good questions that provoke thinking and inquiry into a topic. It also helps you brainstorm lots of different kinds of questions about a topic. The purpose of asking deep and interesting questions is to get at the complexity and depth of a topic. The purpose of brainstorming varied questions about a topic is to get at the breadth, and multi-dimensionality of a topic.</p>
<p>Question Sorts</p> <ol style="list-style-type: none"> 1. Individually or as a group brainstorm a large set of questions on the topic and write each question on post-it notes or note cards. 2. Create a horizontal continuum using masking tape on the table or draw one on the white board. This horizontal axis will represent generativity, that is, how likely the question is to generate engagement, insight, creative action, deeper understanding, and new possibilities. As a group, discuss and place each question on the horizontal line 3. Create a vertical continuum (axis) bisecting the horizontal axis. This line represents how genuine, that is, how much we care about investigating it, the question is. As a group, discuss and place each question by moving the post note up or down on the vertical axis. 	<p><i>A routine for identifying powerful questions to guide inquiry and deepen understanding</i></p> <p>To identify powerful questions that can guide inquiry and deepen our understanding, we need questions that are both generative (that take us somewhere) and genuine (that we care about). This routine helps you look at the questions you have generated, maybe through another routine such as Think-Puzzle-Explore or See-Think-Wonder, and identify which are most worth investigating.</p>



How can we integrate our learning on navigation and migration into other curriculum areas?

