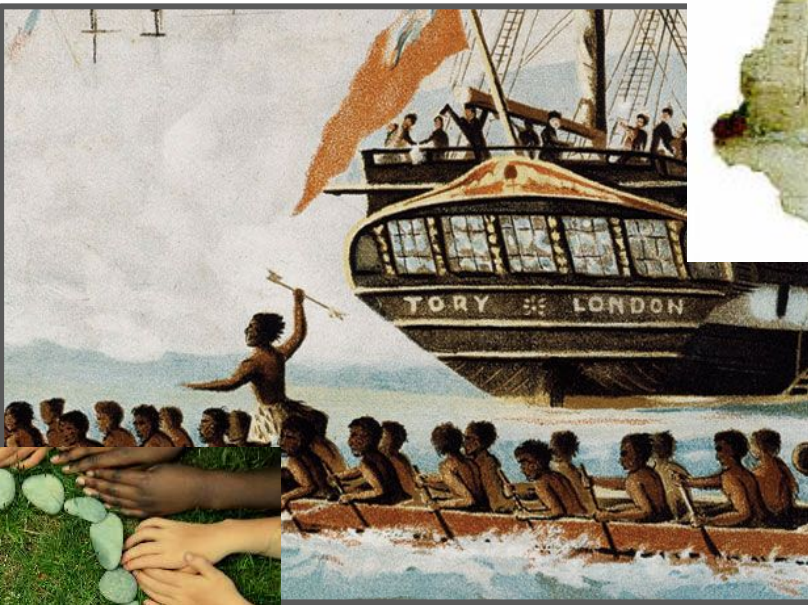
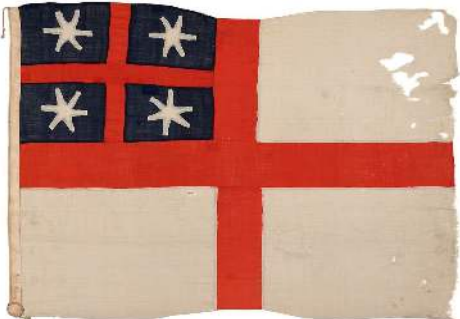


Curriculum Refresh 2023

Social Sciences

Integrating Aotearoa New Zealand Histories



Social Sciences

CEN Kāhui Ako Session Outline

Social Sciences



Rolleston
Christian School



**MIDDLETON
GRANGE SCHOOL**



Aidanfield
Christian School



HILLVIEW
CHRISTIAN SCHOOL

3.15 Welcome & Whakawhanaungatanga

3.30 Social Sciences Introduction

3.35 Connecting to 2022 - video

3.40 Fun Facts about Social Sciences 2007

3.50 2007 vs 2023 Social Sciences

4.00 Social Sciences Activity

4.10 Mātauraka Māori with Social Sciences

4.30 Summary & Reflection

CEN Kāhui Ako

Social Sciences



Karakia

Access from the CENCOL website

www.cencol.co.nz



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Resources ▾

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Christian Education Network Community of Learning

Te Ropu Whakapono o Waitaha

Vision

To be a community of faith in which our pupils encounter Christ, excel in their learning and are equipped to serve.

Whakatauki

E kore hoki te aho takitoru e motu wawe.

A cord of three strands is not quickly broken (Eccl 4:12)

Username: cencolguest

Password: CENCOL Network



Whakawhanaungatanga

The process of establishing relationships

- Select a card from the picture prompts that resonates with you. You don't need to explain why it resonates, although you may choose to later.



Whakawhanaungatanga

The process of establishing relationships

- Find your matching pair, i.e.- the other person or people, who have selected the same picture as you.
- As a pair or group, find 2 things that you have in common with each other and 2 differences. The picture prompt may be a good discussion starting point. Create a venn diagram to show these.
- Share back. Choose a spokesperson from your group to share the commonalities and differences you found in your pair or group.



Social Sciences Curriculum Refresh

- The refreshed SS curriculum does not have to be taught until 2026
- ANZH sits within the Social Sciences
- There has been discussion that SS and ANZH have been brought out by the ministry back to front, and ANZH was made to look like it was stand alone. (Perhaps politics had something to do with the timing)
- The fact is, ANZH is not standalone, it is within Social Sciences.
- Where does that leave this? (purple histories curriculum book)
Think of it as a resource book to teach histories well.
- As the SS refresh has been finalised, and so has ANZH, it makes sense to start using the new SS as well. Why wait until 2026 when we are implementing all the other refreshed curriculum's as well? Our kāhui ako is well set up to start this.
- Before we look more into Social Sciences, we are going to look back and remind ourselves of the awesome mahi we did last year.

CEN Kāhui Ako

Social Sciences



Video - Kāhui Ako Stories



[Link to Video in drive](#)

CEN Kāhui Ako

Social Sciences



Fun Facts about the 2007 Social Sciences Curriculum

How well do you know it?

[Link to Social Sciences 2007 Kahoot](#)

Share a computer with a small group



CEN Kāhui Ako

Social Sciences

2007 Social Sciences vs 2023 Social Sciences Curriculum

- As a Kāhui Ako (because of our hard mahi last year with Aotearoa NZ Histories), there is much that will look familiar to us in the new Social Sciences document. It looks like this...

Overview

Understand Big Ideas

E kore au e ngaro; he kākano i rula mai i Rangīātea.
We know who we are and where we come from; therefore, we can move forward with confidence.

Māori history is the foundational and continuous history of Aotearoa New Zealand.
Māori have been settling, storytelling, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past. It is characterised by diverse experiences for individuals, hapū, and iwi within underlying and enduring cultural similarities.

Kaua e uhia Te Tiriti o Waitangi ki te kara o Ingarangi. Engari me uhi anō ki tōu kahu Māori, ki te kahu o tēnei motu ake.
Do not drape The Treaty of Waitangi with the Union Jack of England, but rather with your Māori cloak, which is of this country.
(Āperahama Taonui, 1863)

Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.

Colonisation in Aotearoa New Zealand began as part of a worldwide imperial project. It has been a complex, contested process, experienced and negotiated differently in different parts of Aotearoa New Zealand. Settlement by peoples from around the world has been part of, and experienced through, colonisation. Colonisation has also been a feature of New Zealand's role in the Pacific.

Ko te pipi te tuatahi, ko te kaunuku te tuarua.
People use their agency to respond to injustice.

People's lived experiences have been shaped by the use and misuse of power.
Individuals, groups, and organisations exert and contest power in ways that improve the lives of people and communities, and in ways that lead to exclusion, injustice, and conflict. The course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

Know Contexts

Ngā ahurea me te tuakiri kiritōpū | Culture and collective identity

This context focuses on how the past shapes who we are today, familial links and bonds, networks and connections, the importance of respect and obligation, and the stories woven into people's collective and diverse identities. It recognises the dynamic nature of culture and identity and the social and cultural importance of community practices, heritage, traditions, knowledge, and values. In Aotearoa New Zealand, the dynamic nature of culture and identity can be observed through people's different experiences of migration, settlement, and participation.

Te tino rangatiratanga me te kāwanatanga | Sovereignty, organisation, and government

This context focuses on authority and control and the contests over them. Central to it in Aotearoa New Zealand are contests arising from differences between Te Tiriti o Waitangi and The Treaty of Waitangi, and from the New Zealand Government's role in the Pacific. The context also considers how societies organise systems and rules to create unity and order, roles and responsibilities related to these systems and rules, and the impact of them on people's freedom and experience of justice. It explores how people exercise their rights and responsibilities and participate in acts of citizenship.

Do Practices

Te ui pātai whaihua hei ārahi tōhuratanga whaitake | Asking rich questions to guide worthy investigations

Posing rich questions about society opens up interesting lines of inquiry that support meaningful and deep investigations into social issues and ideas.

Te whakaaro huatau | Thinking conceptually

Thinking conceptually involves forming generalisations around key concepts to make sense of society and social issues. Conceptual depth develops through the exploration of multiple examples across time and place.

Te kohikohi, te tātari, me te whakamahi mātāpuna | Collecting, analysing, and using sources

Drawing on a broad range of diverse sources, particularly mātauranga Māori sources, provides a fuller and layered understanding of the context of an investigation. Critiquing authorship and purpose and identifying missing voices ensure breadth, depth, and integrity in research.

Te tautohu uara me ngā tirohanga | Identifying values and perspectives

Identifying values and perspectives helps us understand why people, including ourselves, think, feel, and act the way they do. Frameworks for organising perspectives enable multiple experiences to be understood. Listening and engaging in a respectful, ethical way, and examining how information represents, persuades, or manipulates, help to reveal people's values, perspectives, and motivations.

Look familiar?

CEN Kāhui Ako

Social Sciences

2007 Social Sciences vs 2023 Social Sciences Curriculum

- 2007: There was 2 pages of AOs for Level 1 - 5, and a page about Learning Structure.
- 2023: Now there is 15 pages of explicit teaching under Understand, Know, Do.
- There are progress outcomes for the end of Year 3, Year 6, year 8 and Year 10.
- The "Understand" (Big Ideas) are new. Where previously 3 AOs made mention to specific aspects of Aotearoa NZ History at L2, 3 and 5 (one AO at each level), now there are 3 Big Ideas which cover all year levels and multiple facets of Aotearoa NZ History are included.

Understand Big ideas

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Understand Big ideas

E koekoe te tūi, e ketekete te kākā, e kākū te kererū.

There is unity in diversity.

People hold different perspectives on the world depending on their values, traditions, and experiences.

Diversity encompasses differences in age, ethnicity, culture, religion, citizen status, abilities and disabilities, family composition, and gender and sexual identity. It results in a wide range of views, values, beliefs, and perspectives between and within cultures, communities, and societies. It enriches and challenges individuals and the collective.

Haumi e, hui e, tāiki e!

We are lashed together, we gather together, we grow together.

People participate in communities by acting on their beliefs and through the roles they hold.

People participate in groups ranging in size and complexity to meet the need to belong, to affirm individual and collective identity, to fulfil obligations, and to survive and flourish.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tangata.

People can achieve a common goal when connected through relationships and knowledge.

Interactions change societies and environments.

Relationships and connections between people and across boundaries lead to new ideas and technologies, political institutions and alliances, and social movements. People connect locally, nationally, and globally through voyaging, migration, economic activity, aid, and creative exchanges. Such connections have shaped and continue to shape Aotearoa New Zealand. People interact with the environments they inhabit, adapting and transforming them.

Te ao tangata | social sciences encourage ākonga to observe, to wonder and be curious about people, places, and society, and to take an interest and engage in social issues and ideas.



CEN Kāhui Ako

Social Sciences

2007 Social Sciences vs 2023 Social Sciences Curriculum

- There were 4 conceptual strands, they are now under "Know" as follows:

2007 Conceptual Strands

Identity, Culture & Organisation

Place and Environment

The Economic World

Continuity and Change



2023 Know

Culture and Collective Identity

Place and Environment

Economic Activity

Sovereignty, Organisation & Government

Within the KNOW, the Aotearoa New Zealand Histories content is identified.

Know

(Year 1-3 progress outcome)

I have built my knowledge about social, economic, and environmental issues for iwi, hapū, and others in the community.

I know that:

Ngā ahurea me te tuakiri kiritōpū | Culture and collective identity

Relationships, language, and culture shape identity.

People express their culture through their daily lives and through stories about their past.

Within Aotearoa New Zealand's histories

Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival.

People in our area have come from a variety of places and some retain connections to those places.

The 2007 AOs are reflected in the KNOW content.

Compare these 2007 Level 1 & 2 AOs to the progress outcomes above.

- Understand how belonging to groups is important to people (L1)
- Understand how the cultures of people in New Zealand are expressed in their daily lives (L1)
- Understand how the status of Māori as tangata whenua is significant to communities in New Zealand (L2)



CEN Kāhui Ako

Social Sciences

2007 Social Sciences vs 2023 Social Sciences Curriculum

- In the 2007 curriculum, all the Achievement Objects began with "Understand".
- An explanation (2007) about developing AO understandings used verbs such as **ask, gather information, examine, explore, analyse, consider, reflect and evaluate.**

Link to the Learning Structure Area 2007 - this is general for all curriculum levels.

<https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Social-sciences/Learning-area-structure>

- The 2023 curriculum has explicit DO's under the progress outcomes. In contrast to the 2007 AOs, this is the end of Year 3 progress outcome for DO.



Do	Do
<p>Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy investigations</p> <p><i>In my learning in te ao tangata social sciences, I can:</i></p> <ul style="list-style-type: none"> • generate questions that reflect my curiosity about people and communities and that can't be answered by a simple yes or no. <p>Te whakaaro huatau Thinking conceptually</p> <p><i>In my learning in te ao tangata social sciences, I can:</i></p> <ul style="list-style-type: none"> • define some social science concepts and explain how they relate to an investigation. <p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p> <p><i>In my learning in te ao tangata social sciences, I can:</i></p> <ul style="list-style-type: none"> • use at least two different types of information from a variety of sources • use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past • use simple numeracy tools to count, sort, and group my findings. <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <p><i>In my learning in te ao tangata social sciences, I can:</i></p> <ul style="list-style-type: none"> • say what I think using kind words • listen to other people's stories and points of view • talk about how people do things in different ways and understand that my way is not the only way. <p>Te whakaaro arohaehae mō ngā wā o mua Thinking critically about the past</p> <p><i>In my learning in te ao tangata social sciences, I can:</i></p> <ul style="list-style-type: none"> • retell a story from the past and talk about how other people might tell it differently • make observations about how people have acted in the past and how they act today. 	<p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p> <p><i>In my learning in te ao tangata social sciences, I can:</i></p> <ul style="list-style-type: none"> • communicate the information I have sorted about a topic or investigation to others and notice their reaction • reflect on the communication process I have used and how effectively I have communicated. <p>Te tātari whakatau me te whakahaere mahi koringa pāpori Analysing decisions and taking social action</p> <p><i>In my learning in te ao tangata social sciences, I can:</i></p> <ul style="list-style-type: none"> • work with others to create a social action plan and explain the actions we think are best to take.

Verbs used in the End Year 3 Progress Outcomes

Generate, reflect, define, explain, relate, use, answer, say, listen, talk, retell, make observations, communicate, reflect, work, create

Discuss this using the next slide

2007 Level 1 & 2 Achievement Objectives (Years 1 - 4)

Level 1

Students will gain knowledge, skills, and experience to:

Social studies

- Understand how belonging to groups is important for people.
- Understand that people have different roles and responsibilities as part of their participation in groups.
- Understand how the past is important to people.
- Understand how places in New Zealand are significant for individuals and groups.
- Understand how the cultures of people in New Zealand are expressed in their daily lives.

Level 2

Students will gain knowledge, skills, and experience to:

Social studies

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Understand how people make choices to meet their needs and wants.
- Understand how cultural practices reflect and express people's customs, traditions, and values.
- Understand how time and change affect people's lives.
- Understand how places influence people and people influence places.
- Understand how people make significant contributions to New Zealand's society.
- Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

2023 By End of Year 3 "DO"

Do

Te ui pātai whaihua hei ārahi tūhuratanga whaitake | Asking rich questions to guide worthy investigations

In my learning in te ao tangata | social sciences, I can:

- generate questions that reflect my curiosity about people and communities and that can't be answered by a simple yes or no.

Te whakaaro huatau | Thinking conceptually

In my learning in te ao tangata | social sciences, I can:

- define some social science concepts and explain how they relate to an investigation.

Te kohikohi, te tātari, me te whakamahi mātāpuna | Collecting, analysing, and using sources

In my learning in te ao tangata | social sciences, I can:

- use at least two different types of information from a variety of sources
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past
- use simple numeracy tools to count, sort, and group my findings.

Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi | Communicating arguments and ideas using social science conventions

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- communicate the information I have sorted about a topic or investigation to others and notice their reaction
- reflect on the communication process I have used and how effectively I have communicated.

Te tātari whakatau me te whakahaere mahi koringa pāpori | Analysing decisions and taking social action

In my learning in te ao tangata | social sciences, I can:

- work with others to create a social action plan and explain the actions we think are best to take.

Te tautohu uara me ngā tirohanga | Identifying values and perspectives

In my learning in te ao tangata | social sciences, I can:

- say what I think using kind words
- listen to other people's stories and points of view
- talk about how people do things in different ways and understand that my way is not the only way.

Te whakaaro arohaehae mō ngā wā o mua | Thinking critically about the past

In my learning in te ao tangata | social sciences, I can:

- retell a story from the past and talk about how other people might tell it differently
- make observations about how people have acted in the past and how they act today.

**Do you see a shift? How will this impact your learners?
How will this impact your teaching?**

CEN Kāhui Ako

Social Sciences

2007 Social Sciences vs 2023 Social Sciences Curriculum

Numeracy & Literacy - something to know

From the Ministry of Education curriculum refresh

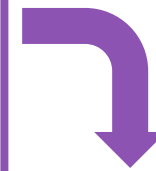
Weaving in foundational learning

Literacy & communication and maths are skills that our ākonga need to fully participate and engage with the world in and outside of their education, which is why the government has developed the Literacy & Communication and Maths Strategy . We don't, however, want a focus on these foundational skills to lead to a narrowing of the curriculum or ākonga being taught these skills in ways that are disconnected from meaningful contexts. This is why the refresh pays explicit attention to literacy and numeracy in progress outcomes across the learning areas.

The respectful inclusion of mātauranga Māori is a deliberate feature of the [Understand-Know-Do structure](#) that helps ākonga understand a dynamic and evolving knowledge system unique to Aotearoa.

Literacy, numeracy, key competencies, and values are explicitly integrated within each learning area.

[Link to Common Practice Model](#)



From 2023 Social Sciences

As they engage in critical thinking and in the analysis and interpretation of data, ākonga draw on and develop literacy and numeracy skills that support the formation of deep conceptual understandings about society and of enduring local, national, and global issues. These issues involve social, economic, and environmental challenges associated with human rights, inequity, mobility, and sustainability. Understanding these issues positions ākonga to take informed, positive action.



Your task: Using the appropriate End of Year Progress Outcomes for your level, in the Social Sciences **DO**, identify

- 1) The numeracy and literacy skills, key competencies,
- 2) The Aotearoa NZ history "DO"s within the Social Science "DOs"



Mātauranga Māori (Māori Knowledge) in the Refreshed Curriculum

"The refreshed NZC will be organised around the same eight learning areas and key competencies from the 2007 Curriculum. Mātauranga Māori will sit at the heart of the learning areas - with key competencies, literacy, and numeracy explicitly woven into each learning area."

<https://curriculumrefresh.education.govt.nz/whats-changing>

Discuss:

What is your current understanding of the term 'Mātauranga Māori'?

What does it mean for "Mātauranga Māori to sit at the heart of learning areas" and what evidence of this do you see in the refreshed Social Sciences Curriculum? <https://curriculumrefresh.education.govt.nz/social-sciences>

How does Mātauranga Māori in the refreshed curriculum go beyond the inclusion of Māori words?



An example of Mātauranga Māori

Ecan has an ecologist who works across all scientific fields advising on Mātauranga Māori. This is a tau koura, a traditional freshwater crayfish net. It is made from bundles of bracken.

From the NIWA website "Tau koura use as a monitoring tool as well as being an effective fishing method, tau koura have been found to provide a very useful method for monitoring koura populations in lakes to provide a basis for assessing sustainable harvesting levels and other resource management decisions".

This tau koura was used on Saturday at Coopers Lagoon during a Biodiversity "hunt". It mimics the natural environment and therefore can be left for extended periods in the water as koura can still feed and survive for a long time when trapped in it.



Māori Concepts within the Social Sciences Curriculum

Group task Part A: Locate and choose a concept within the SS Curriculum that you feel resonates with Mātauraka Māori. E.g. Tūrangawaewae, Tino Rangatira, Tuakiri Kiritōpū. Discuss:

- What is our understanding of this concept? Where can we find out more about a Māori way of thinking about this concept?
- How can this concept connect to a Biblical way of thinking?
- What makes this concept unique to Aotearoa New Zealand?
- What different ways are there to think about this concept?
- What would an understanding of this concept look like at the year levels in which we teach?

Group task Part B: Take the Māori Concept that you chose in Part A and build a graphic organiser that could be used to define or explore this concept with students at your level.

- Some examples of graphic organiser templates can be found at: <https://www.hmhco.com/blog/free-graphic-organizer-templates>
- Share your graphic organiser with Mandy at m.cleave@rcs.school.nz so that it can be added to the CenCOL website as a resource for others to use.



He tauira- Examples

Specific examples of each place that is significant to you or your group

He Momo Wāhi- Places

Kinds of places that hold great significance for people

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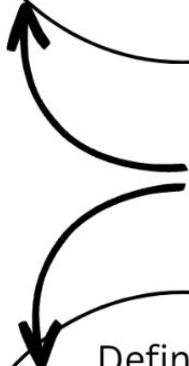
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TŪRANGAWAEWAE

Origins of the word

Definition



CEN Kāhui Ako

Social Sciences



Reflection

at your table

3, 2, 1 Reflection...

THINKING PATHWAYS

3

Things I have learnt.

2

Questions I still have.

1

Challenge I faced.

Karakia

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