

Te ao tangata | Social sciences

Planning guidance template

This planning guidance template helps teachers develop a learning area programme as part of your school curriculum, as described in Mātaiao. You can use it to focus on one topic/unit or the programme over the whole phase. The prompts for planning help you to consider how you will bring your te ao tangata | social sciences, including Aotearoa New Zealand's histories, planning to life. Use the notes and ideas column to enter what could go in your planning.

Planning connections to Mātaiao School Curriculum and review	Planning guidance	Prompts for planning	Notes and ideas
School curriculum	<p>Mātaiahikā Relationships with tangata whenua</p> <p>Connecting with the stories, knowledge, and texts of tangata whenua</p>	<p>Note that many of these prompts draw from the te ao tangata social sciences purpose statement and from Mātaiao School curriculum design and review.</p> <p>Know, through our relationships with tangata whenua, the stories, knowledge, values, and perspectives we can draw on for our unit.</p> <p>Plan for opportunities to further deepen our relationships with tangata whenua. How can we give back?</p> <p>Plan for opportunities to make mātauranga Māori, te reo Māori, and tikanga Māori prominent.</p>	
	<p>Mātainuku Creating a foundation</p> <p>Using our school curriculum to guide programme planning</p>	<p>Align the planning with our school curriculum and values.</p> <p>Ensure the content and delivery makes visible our school's accountability to the three curriculum principles, which can be found in Mātainuku Creating a foundation.</p> <p>Consider how to use the calls to action associated with each principle to hold ourselves to account.</p>	
	<p>Mātaitipu Vision for young people</p> <p>Placing students at the centre of our programme</p>	<p>Ensure content realises our school's vision for young people.</p> <p>Consider ways to ensure that every student feels that what they have to say is valued.</p>	
School curriculum organisation	<p>Mātairea Supporting progress</p> <p>Focusing on the relevant phase(s) of learning and identifying the critical focus for that phase</p>	<p>Connect the critical focus for the phase with our planning so that learning in te ao tangata social sciences develops in depth and breadth and complexity over time.</p> <p>Consider if the unit/programme covers a whole phase or if the focus is on the early phase, mid phase, or end of phase and design learning accordingly.</p> <p>Plan to offer a range of options and supports that:</p> <ul style="list-style-type: none"> • are inclusive of student learning preferences and needs • reduce anticipated barriers to learning • differentiate content to meet student needs. 	



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Planning connections to Mātaiao School Curriculum and review	Planning guidance	Prompts for planning	Notes and ideas
<p>Unit or programme plan – weaving these two components together</p>	<p>Mātaiao Learning areas</p> <p>Supporting progress by providing breadth, depth, and complexity of learning within te ao tangata social sciences</p> <p>Our programme reflects the purpose statement and uses the planning for teaching advice.</p>	<p>Note that many of these prompts draw from the te ao tangata social sciences purpose statement and from Mātaiao School curriculum design and review.</p> <p>Review the progress outcomes for the previous phase and for the phase you are planning for and consider:</p> <ul style="list-style-type: none"> • what learning students are building on and building towards • how our planning supports students to progress their learning within new and more complex contexts. <p>Select and weave the Understand, Know, and Do aspects together to build and extend students' learning.</p> <p>Provide multiple opportunities for students to:</p> <ul style="list-style-type: none"> • explore the big ideas of Understand: the continuity of Māori history, the impact of colonisation, the power people and groups hold, the different perspectives they bring, how they form communities and society, and the interactions that shape their experiences and rights • develop their conceptual understandings by exploring their world and the world beyond through case studies and comparisons and by drawing on diverse examples across time and place • draw on stories from communities, iwi, and hapū in the rohe • research into enduring societal issues in the rohe, the local area, Aotearoa New Zealand, and the world • progress their learning within new and more complex contexts • consider the quality of the evidence they are drawing on, weigh different points of view and discuss possible solutions, and take action or contribute to others' actions • develop financial capability and literacy and numeracy skills. <p>Select content that reflects Aotearoa New Zealand's rich heritage of knowledge, traditions, and cultures.</p> <p>Consider opportunities to make authentic connections between learning areas.</p>	
	<p>Mātaiao School curriculum design and review</p> <p>Including local knowledge drawn from relationships, community, and events at school and programme level</p>	<p>Engagement with whānau, students, and the wider community</p> <p>Provide opportunities for students to engage with people, stories, issues, and resources in our local area and contribute to our place and community.</p> <p>Through our relationships with tangata whenua, identify who to collaborate with to incorporate mātauranga Māori, tikanga Māori, and te reo Māori into our planning.</p> <p>Responsiveness to important local, national, and global events that have an impact on the rohe</p> <p>Identify opportunities to incorporate learning about situations and events that are relevant and important to our students.</p> <p>Adaptive practices and essential pedagogies</p> <p>Consider teaching practices most likely to bring about inclusive and equitable social, emotional, and cognitive outcomes for every student, including those described in the Common Practice Model.</p>	

