

Te ao tangata | Social sciences

Planning guidance example years 0–3

This planning guidance example 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.



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>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>These notes give examples of what teachers might include in their planning. The examples are drawn from the teaching and learning shown in the progression in action resources and videos for years 0–3.</p> <p>Talk with our te ao Māori focus group to find out the stories, values, and perspectives they want our students to learn in relation to Te Tiriti o Waitangi.</p> <p>Invite a local iwi member to come to school and share information about how iwi in our rohe participated in and responded to the signing of Te Tiriti.</p> <p>Kupu to learn: Te Tiriti o Waitangi, tangata whenua, tangata tiriti, rangatira.</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>Draw connections to our school values and vision where appropriate.</p> <p>Link our school-wide focus on whanaungatanga to our topics and planning.</p> <p>Offer multiple ways for students to participate in the learning and demonstrate their progress.</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>	<p>Place students at the centre by asking these questions:</p> <ul style="list-style-type: none"> • What do you already know about Te Tiriti o Waitangi? • How do you celebrate Waitangi Day? • How far away is Waitangi from where we live? • Has anyone visited Waitangi? Can you share your experiences or photos? <p>Create a wonder wall in the classroom for students to pin inquiry questions.</p> <p>Students might choose to plan an event to recognise the significance to Waitangi Day, for example take care of the environment, or learn Māori kupu.</p>



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<p>School curriculum organisation</p>	<p>Mātairea Supporting progress</p> <p>Focusing on the relevant phase(s) of learning and identifying the critical focus for that phase</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>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. 	<p>These notes give examples of what teachers might include in their planning. The examples are drawn from the teaching and learning shown in the progression in action resources and videos for years 0–3.</p> <p>Provide multiple opportunities for students to thrive in environments rich in literacy and numeracy:</p> <ul style="list-style-type: none"> • Read a range of stories about the signing of Te Tiriti o Waitangi. • Support students to retell the signing of Te Tiriti through oral and written storytelling. • Create a vocabulary wall with key concepts related to Te Tiriti. Include pictures to support students' understanding. • Develop a timeline to map the dates of important events. <p>Plan for learners to have flexible ways to engage with, access, and show their learning. Get support from the Inclusive Education guide <i>How to plan using Universal Design for Learning</i>.</p>
<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>Review the progress outcomes from 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>In our <i>Te Tiriti o Waitangi</i> unit, learning focuses on the big ideas of Māori history, colonisation and settlement, and different perspectives.</p> <p>Possible inquiry questions:</p> <ul style="list-style-type: none"> • Why does our community acknowledge Waitangi Day? • What happened at Waitangi at the time of signing? Who was there? <p>Resources to help students explore the inquiry questions:</p> <ul style="list-style-type: none"> • Nelly in Aotearoa – Te Tiriti o Waitangi • Te Tiriti o Waitangi by Ross Calman (SJ 2017) • The treaty house by LeAnne Orams (National Library) <p>Download the TSM for the Nelly video and use the questions and follow up activities. The inquiry and artwork activities from page 4 look useful for finding out what happened at Waitangi in 1840.</p> <p>Develop students' inquiry skills through Do practices – generating their own questions, listening to different stories and perspectives about Te Tiriti o Waitangi, and drawing pictures to show how people acted in the past.</p>



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<p>Unit or programme plan – weaving these two components together</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>Prompts for planning</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>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>	<p>Notes and ideas</p> <p>These notes give examples of what teachers might include in their planning. The examples are drawn from the teaching and learning shown in the progression in action resources and videos for years 0–3.</p> <p>Invite whānau to share stories that connect with the learning. Ask:</p> <ul style="list-style-type: none"> • How do they participate in Waitangi Day commemorations? • What does Te Tiriti o Waitangi mean to them? <p>Contact the city museum and council to see if they have any relevant exhibitions and/or events that connect with our topic.</p> <p>Explore how we can recognise the significance of Waitangi Day at our school.</p>

