

Te ao tangata | Social sciences

Planning guidance example years 9–10

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 9–10.</p> <p>For the <i>Turangawaewae</i> unit – connect with local iwi to:</p> <ul style="list-style-type: none"> find out if they have the stories they would like to share about how they settled, storied, shaped, and have been shaped by the land in our rohe ask about important navigation points for Mataatua and Ngāti Awa to build knowledge and understanding from a mātauranga Māori perspective. <p>Use resources from Te Tai and Te rūnunga o Ngāti Awa with students to collect information and think critically about people's actions in the past.</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>Make connections with our own school values through our units.</p> <ul style="list-style-type: none"> <i>Dawn Raids</i> unit – link the focus on human rights with our school values of justice and compassion. <i>Turangawaewae</i> unit – link learning about culture and identity with our school value of respect.
	<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><i>Turangawaewae</i> unit – connect the concept of turangawaewae to students' lives by asking them to share places where they feel empowered and connected.</p> <p>Co-construct inquiry questions with students focusing on:</p> <ul style="list-style-type: none"> how our area was discovered and settled by tangata whenua and by colonists how each group used and/or changed the land the places named and renamed and why this is important. <p>Use paired discussions and debates to enable students to communicate and contribute to important discussions about culture, identity, power, and justice.</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 9–10.</p> <p>Opportunities for students to have a purpose and be empathetic and resilient – <i>Environmental justice</i> unit:</p> <ul style="list-style-type: none"> • Use Brianna’s speech as an example of a young person having purpose and demonstrating empathy towards people living in the Pacific. • Support students to compare their own environmental concerns and activism with Brianna’s values and actions. <p>Timetable the Environmental justice unit to be at the end of year 10 (end of the phase). Focus on deepening the place and environment knowledge from the <i>Turangawaewae</i> unit.</p> <p>Co-construct self-assessment indicators for the unit (that align with Progress Outcomes). Support students to review what they know and their next step(s).</p> <p>Offer options for students to share their responses to Brianna’s speech, they can work collaboratively or independently and choose to write a report, create a digital presentation, or make a short video.</p>



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<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>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 9–10.</p> <p>The <i>Dawn Raids</i> and <i>Turangawaewae</i> units explore all six big ideas of Understand and include a strong focus on Aotearoa New Zealand's histories.</p> <p>Through the <i>Dawn Raids</i> unit:</p> <ul style="list-style-type: none"> • deepen understanding of marginalised groups through the Know contexts – culture and collective identity, sovereignty, organisation and government. • inquire into the push and pull factors that affect Pacific migration into the area through the Do practices – asking challenging questions, using <u>T-charts</u> for analysing perspectives. <p>Practice the literacy skills of skimming, scanning, synthesising, and summarising for the research stage of inquiry.</p> <p>In the <i>Turangawaewae</i> unit, integrate with mathematics and statistics by supporting students to:</p> <ul style="list-style-type: none"> • source data visualisations about migration to Aotearoa New Zealand • interpret census data and graphs to investigate local demographic trends over time.



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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 9–10.</p> <p><i>Turangawaewae</i> unit – plan a school trip to explore features of the local rohe. Find out from our connections with tangata whenua, areas of interest that are important. Visit the website Rohe o Ngāti Awa to find supporting information about selected sites.</p> <p>In the <i>Dawn Raids</i> unit, support students to explore how the Black Panther Party inspired the activism of the Pacific Panthers, linking global to national. Invite students to watch the 2020 Dawn Raids apology and consider the impact of the Dawn Raids on society today.</p> <p>Focus on the essential pedagogies of hononga ako (caring for learners and learning) and kauneketanga (being urgent about progress) by:</p> <ul style="list-style-type: none"> • supporting students to take empathetic and critical perspectives in relation to the experiences of migrants and refugees • providing multiple opportunities for students to learn about the Dawn Raids through books, oral histories, videos, and guest speakers.

