

Index

- 21st century (21C) education 11–12, 15, 127–28, 129–30
- academic controversy method 54
- action research model, issues-based education 47
- active citizenship 11, 87
see also social action
Tikanga ā Iwi learning area 29, 30–32
tino rangatiratanga 27
- affective dimension, classroom *see* emotions
- agency 11, 45, 129, 136
Approaches to Social Inquiry 45, 47–48, 87, 88
- assessment 134–35, 148
concept-based formal assessment tasks 145–47
concept-based marking rubrics 146–47
dual purposes 139–40
feedback 141–42, 146
formal assessment 140, 145
formative assessment 138, 139–40, 143, 145, 146
goal 135
guidance 138–39
informal assessment 140
learning-oriented questioning 143–45
performance-based assessment 136
reporting learning in a progressive manner 147–48
self- and peer assessment 142–43, 146
student exemplars 138, 139
summative assessment 139–40
using to promote social studies learning 140–47
what should be assessed in social studies 135–36
- Assessment Online* page, *Te Kete Ipurangi* 138
- attitudes 66
- Auckland Council, Māori seats issue 31–32
- Best Evidence Synthesis*, social sciences 88, 122, 129
- biculturalism 10, 15, 22, 25, 31, 51, 72, 123
- big ideas 7, 8, 9
- Boserup, Esther 76
- Brash, Don 32
- Building Conceptual Understanding in the Social Sciences* series 45, 65, 122, 138, 139
- cartoon interpretation of viewpoints, values and perspectives 75–76
- case issues 48–49
- causal relationships 5, 8
- citizenship
see also active citizenship
development, aim of social studies 4, 11, 12
and indigenous peoples' self-determination 20, 31–32
participatory 49, 85, 130, 136, 146
teachers' role in education 15
citizenship education 3, 40–42, 45, 57–58, 91, 120, 129–30, 136
see also issues education
approaches 85–96
transformative 85

- Club of Rome, *Limits to Growth* 76
- concepts 4, 5, 121
- Building Conceptual Understandings in the Social Sciences* series 45, 65, 122, 138, 139
- concept-based formal assessment tasks 145–47
- concept-based marking rubrics 146–47
- Improving Pasifika Students' Conceptual Understandings of Government* 122
- social studies 1, 4, 5–9, 10, 12–13, 14, 15, 16, 44, 47, 48–49, 52, 56, 65, 121–22, 123
- conceptual literacy 122–23
- conflict
- social 8, 128
 - values-based 68, 74, 77
 - wars 6, 130
- content-based approaches to teaching 5, 7, 15, 16, 65, 83
- controversial or “hot” issues 108–09
- counter-socialisation 41
- critical affiliation model, issues-based education 47
- critical literacy 27, 119, 123, 127–28
- critical theory 84
- critical thinking 50, 65, 109, 110, 115, 129
- through consideration of viewpoints, values and perspectives 74–77
- Crucial Issues in Government series 42
- cultural change 5
- cultural diversity 8, 85, 108, 119, 123–26, 130, 137
- resources 125–26
- cultural identity 8
- curriculum
- see also* Māori-medium curriculum; *New Zealand Curriculum (NZC)*
 - conceptual 6
 - Forms 1–4 Social Studies Syllabus Guidelines* 71
 - fundamentals 6
 - non-prescriptive and non-hierarchical structure 137–38
 - social studies 2, 3, 5–9, 10–11, 12, 136–38
 - teachers' role in translation 1–2, 12–16
- decision-making and responses 3, 43, 47, 48, 50, 52, 53, 58, 85, 105, 127, 145
- decision-making model, issues-based education 47
- deep thinking, learning and knowledge 7, 12, 68, 122
- Dewey, John 9–10, 42
- Diamond, Jared, *Collapse* 76
- digital technologies 43, 118
- students as active users 126–27
- disciplinary knowledge 1, 3–4, 8, 13, 14, 15, 16, 123, 136
- diversity 8, 52, 57, 84, 92, 120, 121, 129
- see also* cultural diversity
 - linguistic 118, 119, 120, 123–27, 130
- Dorling, Danny, *Population 10 Billion* 76
- Ecomodernists 76
- economics 2, 3, 4, 13, 48
- Edgecumbe College 127–28

- ego-oriented feedback 141
- emotions
 - burnt emotions 113
 - as deficits 109–10
 - emotional disengagement 113–14
 - emotional manipulation and
 - predetermined learning outcomes 110–12, 114
 - engaging for learning
 - outcomes 102–04, 105, 106–07, 109, 114–15
 - mismanaged or misunderstood
 - emotions in the classroom 107–12
 - risks of not taking seriously 112–14
 - significance in students and social studies 104–07
 - understanding emotions in the classroom 106–07
 - viewed as private 105
- empathy 103, 105, 106, 110–11, 113
- ethical participation and dilemmas
 - in society 41, 52, 57, 58, 77, 102–03, 105, 112, 113, 114, 115, 128
- evaluation 47, 48, 50, 52, 53

- factual knowledge 5
- faith 110
- feedback to students 141–42
- Fonterra, environmental impact 67
- formative assessment 138, 139–40, 143, 145, 146
- formative feedback 142
- Forms 1–4 Social Studies Syllabus Guidelines* 71
- fundamentals of a subject 6
- future-oriented education 11–12, 15, 127–28, 129–30

- gender 52, 64, 72
- geography 2, 3, 4, 10, 13, 48
- Geohazards* virtual field trip 127
- globalisation 72, 103, 120

- Harcourt, Michael, vignette 49–52, 55, 56
- Harvard Social Studies Project 42
- history 2, 3, 4, 10, 13, 48
- Hobson's Pledge campaign 31, 32
- Hui Tamata Mātauranga (Māori Educational Summits) 30
- human rights 85, 103, 128
 - see also* social justice
- Humanities Curriculum Project 42

- iCycle model 49, 50
- ideas, engagement in 86
- identity
 - cultural 8
 - and emotions 106
 - Māori 36, 124
 - media construction 27
 - national 108
 - Pasifika 125
 - roles 120–21
 - students 127, 128
- Improving Pasifika Students' Conceptual Understandings of Government* 122
- indigenous peoples
 - cultural knowledge 29
 - self-determination 20, 27, 30, 31
 - world views 129–30
- information and communication
 - technology (ICT) 126–27, 128
- informational goals of social inquiry 86, 90–91, 93–94
- inquiry

- see also* social inquiry
- differences from, and connections
 - to, social inquiry 49–50
- generic, disciplinary and hybrid 86
- learning 86
- pedagogy 9–10
- pūkenga pakirehua 30, 35
- skills processes 47
- interactions 8
- interdependence 5, 8
- International Civic and Citizenship Education Study* 45
- Internet *see* websites
- Inuit, Alaska 29
- issues education 40–42, 57–58, 86
 - controversial or “hot” issues 108–09
 - definitions and characteristics 42–43, 58
 - exploring nuances and complexities 52–57, 58
 - New Zealand social studies
 - curricula and classrooms 43–47
 - social inquiry methodology 47–52
 - “Teaching Controversy and the Treaty of Waitangi” vignette 49–52, 55, 56
- iwi development 22
- Iwi-Kiwi water rights campaign 31
- jurisprudential model, issues-based education 47
- justice-oriented citizens 85, 88, 130
- kaupapa Māori theory 26
- Keepa, Syd 32
- knowledge
 - contested 65
 - deep thinking, learning and knowledge 7, 12, 68, 122
 - disciplinary 1, 3–4, 8, 13, 14, 15, 16, 123, 136
 - factual 5
 - foundations of social studies 2–5, 8
 - four levels in school subjects 5
 - mātauranga Māori 28–29
 - substantive 4, 10, 11
 - syntactical 4, 10, 53
- kōhanga reo 22
- Kruger, Tāmami 31
- kura kaupapa Māori 22
- learning-oriented questioning 143–45
- LEARNZ Virtual Field Trips for New Zealand Schools 127
- life worlds 120
- linguistic diversity 118, 119, 120, 123–27, 130
- literacy
 - see also* multi-literacy learning
 - conceptual 122–23
 - critical 27, 119, 123, 127–28
 - disciplinary 123
 - media 128
 - social 27–29
- Living Heritage: Tikanga Tuku Iho* 125
- Malthus, Thomas, *Essay on the Principle of Population* 75, 76
- Māori
 - Crown relationships 22
 - cultural knowledge 28–29
 - identity 36, 124
 - indigeneity 30–32
 - language and cultural revitalisation 22
 - Living Heritage: Tikanga Tuku Iho* 125
 - self-determination (tino

- rangatiratanga) 20, 22, 27, 30
- social equity 22
- social studies curriculum 123–24
- tangata whenua 10, 30, 31
- teacher–learner relationships 124
- world view and perspectives 28
- Māori Education Strategy: Ka Hikitia* 124
- Māori-medium curriculum
 - (marautanga Māori) 20, 21, 33, 124
 - see also* Tikanga ā Iwi learning area
 - development timeline 24
 - in the footsteps of English-medium writers 22–24
 - political context 21–22
 - pūtaiao (science) 22–23, 24
 - review, 2005–2007 29–30
- Māori-medium schools 21–22
- Mataira, Kāterina Te Heikōkō 22
- McAuley High School social action
 - vignette 96–98
- McKinley, Liz 22–23
- media literacy 128
- metacognition 142
- Moerewa School, *Moerewa Stories* 125
- moral education 104
- multiculturalism 51, 72, 108
- multi-literacy learning 118–21, 129–30
 - and social studies pedagogy 128–29
 - students as active users of multimedia and digital technologies 126–27
 - students as conceptually aware and engaged meaning makers 121–23
 - students as critically literate and future facing 127–28
- students responsive to diverse cultural contexts and linguistic diversity 123–26
- multimedia 126–27
- narrative approach to viewpoints, values and perspectives 76–77
- National Council for Social Studies 128
- National Education Monitoring Project (NEMP) 138
- National Monitoring Study of Student Achievement 138
- nationalism 51
- NCEA (New Zealand Certificate of Educational Achievement) 2, 147–48
 - Internal Assessment Resource Social Studies 1.4 v2 for Achievement Standard 91042* 83–84
- Māori-medium 25, 32, 34
- New London Group 120
- New Zealand Curriculum (NZC)* 8–9, 10–11, 16, 44, 83, 86, 120, 123, 128–29
 - achievement objectives 8, 10, 48, 49, 85, 136–37
 - assessment purpose statement and advice 135, 138
 - Social Sciences learning area 12–14, 44–45, 54, 72, 83, 85, 119, 121
 - Values Statement* and values component 67, 68, 71, 72
- New Zealand Curriculum Framework* 3
 - translation into te reo Māori 22
- The New Zealand Pacific Picture Books Collection* 125

- New Zealand Qualifications Authority (NZQA) 83, 85, 138
- Ngāi Tūhoe Treaty settlement 31
- Niue Primary School, *Fofoga he Atua Pulapulaola ha Niue* 125
- opinions *see* viewpoints
- participation in society 41, 42, 49, 52, 57, 58, 85, 119, 130, 136, 146
- participatory actions in social inquiry 94–95
- Pasifika Education Plan 125
- Pasifika peoples 96
- Improving Pasifika Students' Conceptual Understandings of Government* 122
- The New Zealand Pacific Picture Books Collection* 125
- social studies curriculum 125
- peer assessment 142–43, 146
- performance-based assessment 136
- perspectives 4, 8, 10, 40, 70–71, 72, 73, 78
- see also* values and perspectives
- exploration
- distinguishing from viewpoints and values 65–66
- political science 3
- power relations 120, 127
- questioning, learning-oriented 143–45
- rational thinking 109–10
- reflection 47, 48, 50, 52, 53, 128
- critical 110, 136
- reflective social inquiry 3, 42, 44, 89, 90, 95–96, 98, 99, 136
- refugees and asylum seekers 130
- representation of meaning 122–23
- resource management, cartoon interpretation 75–76
- Royal Society of New Zealand, *Our Futures: Te Pae Tāwhiti* 125
- self-assessment 142–43, 146
- self-determination
- indigenous peoples 20, 27, 30, 31
- Māori (tino rangatiratanga) 20, 22, 27
- service learning 87
- setting-up social inquiry 89, 90–91, 96, 98, 99
- Shared Histories: Mémoires Héritées: Histoire Partagée website 126
- social action 1, 4–5, 11, 13, 35, 41, 50, 52, 74, 82–84, 86, 128, 136
- see also* active citizenship
- critical framework 84–85
- engagement of emotions to inspire action 106, 111, 113, 115
- McAuley High School
- vignette 96–98
- participatory actions for student-led social inquiry 94–95
- social inquiry for 88–99
- teaching approaches 87
- transformative actions for student-led social inquiry 94–95
- social change 1, 8, 12, 26, 27, 78, 128
- see also* transformation, societal
- social control 5, 8, 52
- social inquiry 3, 4–5, 9–12, 16, 28, 35, 40, 44, 84, 86, 121
- see also* issues education
- Approaches to Social Inquiry* 45, 47–48, 87, 88
- definition 86

- differences from, and connections
 - to, generic inquiry 49–50
- exploring nuances and
 - complexities 52–57, 58
- informational goals 86, 90–91, 93–94
- methodology and skills for issues-based learning 47–52, 127
- open-ended tasks 145
- reflective 3, 42, 44, 89, 90, 95–96, 98, 99, 136
- resources for teaching 54–55, 91–93, 126
- setting-up inquiry 89, 90–91, 96, 99
- for social action 88–99
- student-led inquiry and action 89, 90, 93–95, 96–98, 99
- teacher-led inquiry 89, 90, 91–93, 96, 99
- “Teaching Controversy and the Treaty of Waitangi” vignette 49–52, 55, 56
- transformational goals 48, 86, 91, 94–94
- social justice 5, 8, 15, 54, 82–83, 84, 91, 96, 99, 110, 128
 - see also* active citizenship; human rights; social action
 - definitions and guidelines for teaching 84–85, 87
 - justice-oriented citizens 85, 88, 130
 - sweatshops 102–03
- social literacy 27–29
- social media 43, 97–98, 126
- social sciences 3
 - Best Evidence Synthesis* 88, 122, 129
 - Building Conceptual Understanding in the Social Sciences* series 65, 122, 138, 139
 - senior subjects 9
 - Social Sciences* learning area, *New Zealand Curriculum* 12–14, 44–45, 54, 72, 83, 85, 119, 121
 - value of social sciences
 - education 11
- social studies
 - affective dimension 104–07
 - aims 41, 135
 - conceptual approach 1, 5–9, 121–22
 - core subject 2
 - disciplinary knowledge 1, 3–4, 8, 13, 14, 15, 16
 - exemplars (annotated examples of student work) 138, 139
 - knowledge foundations 2–5, 8
 - progressive and new movements 3
 - social studies educators *see* teachers of social studies
 - Social Studies in the New Zealand Curriculum* 47
 - socially responsible citizens 85, 146
 - sociocultural influences 65–65
 - sociology 3
 - spirituality 110
 - Student Volunteer Army, Christchurch 87
 - student-directed learning 14
 - student-led social inquiry and action 89, 90, 93–95, 96–99
 - students’ web publications 97–98, 125–26
 - substantive knowledge 4, 10, 11
 - summative assessment 139–40
 - sustainability 8, 15
 - Syllabuses for Schools: Social Studies in the Primary School* 44

- syntactical knowledge 4, 10, 53
- Tāne 20–21
- task-oriented feedback 141, 146
- Tātaiako: Cultural Competencies of Teachers of Māori Learners* 124
- Te Anga Marautanga o Aotearoa* 22
- te ao mārama 21
- Te Marautanga o Aotearoa* 8, 119, 124
- Te Mātorohanga 35–36
- Te Ohu Matua 29
- Te Taura Whiri i te Reo Māori (Māori Language Commission) 33
- teacher–learner relationships 1–2, 13–14, 15–16
 - Māori learners 124
- teacher-led social inquiry 89, 90, 91–93, 96, 99
- teachers of social studies
 - assessment 135–36, 137, 138–39, 140–47
 - challenges 1–2, 12–16
 - content-based approaches 5, 7, 15, 16, 65, 83
 - engaging student emotions 103, 105, 106–15
 - feedback to students 141–42
 - issues education 45–47, 52–57, 58
 - knowledge 13, 14–15, 16, 35, 54
 - learning-oriented questioning 143–45
 - multi-literacy teaching 128–29
 - personal values and moral
 - commitment 13, 14, 15, 54, 73, 129
 - practitioner vignette 13–14
 - reporting learning in a progressive manner 147–48
 - self-reflection 54
 - social inquiry and social action
 - teaching 86, 87, 88–99
 - “Teaching Controversy and the Treaty of Waitangi” vignette 49–52, 55, 56
- Tikanga ā Iwi learning area
 - pedagogy 34–35, 36
 - viewpoints, values and perspectives
 - teaching 71–77
- Teaching and Learning Research Initiative study 72
- thinking
 - see also* critical thinking
 - deep thinking, learning and knowledge 7, 12, 68, 122
 - deepening thinking through viewpoints, values and perspectives 73–77
 - metacognition 142
 - rational thinking 109–10
- Tikanga ā Iwi learning area 20, 35–36
 - active citizenship and indigeneity 29, 30–32
 - aims 26–27
 - development 25–26
 - development of lexical terms 33–34
 - development timeline 24–25
 - review, 2005–2007 29–30
 - social literacy statement 27–29
 - teacher pedagogy 34–35, 36
 - theoretical foundations 26
- tino rangatiratanga 20, 22, 27, 30
- transformation, societal 42, 52, 78, 84, 85, 86, 111
 - see also* social change
- transformational goals of social inquiry 48, 86, 91, 93–94
- transformative actions 94–95, 98

- Trans-Pacific Partnership (TPP)
 - controversy analysis 76–77
- Treaty of Waitangi 10, 14–15, 22, 30, 123–24
 - national awareness 34–35
 - “Teaching Controversy and the Treaty of Waitangi” vignette 49–52, 55, 56
- understanding society 41
- United States, social studies 3, 42
- values 8, 67–68, 78
 - analysis 68, 72, 74
 - conflict 68, 74, 77
 - definition 67
 - distinguishing from viewpoints and perspectives 65–66
 - map of basic human values 69
- values and perspectives exploration 1, 10, 11, 16, 28, 35, 47, 48, 49, 50, 51, 52, 53, 64–65, 104–05, 136
 - approaches to deepening thinking 73–77
 - controversial or “hot” issues 45, 47, 108–09
 - ‘hard bits’ of social studies 65, 71–73, 109
 - promotion of certain values as a learning outcome 106, 110–12, 114
- values continuum 54, 74
- viewpoints 64, 65, 66–67, 71, 73, 78, 115
 - approaches to deepening thinking 73–77
 - distinguishing from values and perspectives 65–66
- ‘vox pops’ on an issue 74
- Waitangi Day vs New Zealand Day
 - vignette 50–52, 55, 56
- wars 6, 130
- WASP 72
- Web 2.0 digital tools 126
- websites 133
 - assessment advice and guidance, NZQA and Ministry of Education 138
 - interactive 126–27
 - students’ web publications 97–98, 125–26
- Wellington High School Year 9
 - students, *Personal Migration Stories* 125
- Zembylas, Michalinos, case study 108