

HISTORY

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON PHASE 1 PRODUCTS

The History Subject Expert Group (SEG) would like to thank those members of the sector and wider public who took the time to review the Phase 1 History subject content. We received 60 responses to the online survey.

It was encouraging to read that there was general confidence in, and support for, the Learning and Assessment Matrices, *mana ōrite mo te mātauranga Māori*, the Teaching, Learning and Assessment Guide, and the sample Course Outlines.

Your feedback indicated that there is a need for clarification of some of the subject content, and we also heard that you want professional learning and development (PLD) to help you deliver the new subject content for History. The feedback also highlighted the need for further development of support materials, such as the glossary, to avoid ambiguity when using and exploring subject-specific, common-assessment, and *mātauranga Māori* terms and concepts.

The feedback has been collated into themes and the SEG has responded to each theme.

Theme One

Balance of Aotearoa and World histories.

Response

Your responses indicated that there was concern that we were mandating Aotearoa New Zealand's Histories (ANZH) as the primary context for teaching and learning senior secondary History content. Let us clarify: The Phase 1 material for History have been designed to ensure that they give effect to Change 2 of the NCEA Change Package, '*mana ōrite mo te mātauranga Māori*', but this does not limit you to solely ANZH contexts. Indeed, the SEG remains vigilant about ensuring a balance of Aotearoa New Zealand's histories and world histories in the subject content. The objective of History as a subject is to give students a holistic grounding in many histories, not just Aotearoa New Zealand's Histories, though these, too, are important. We acknowledge that the piece of Significant Learning which sits across the bottom of the Learning Matrix is confusing in this regard, and we intend to reconsider whether it has a place in the Matrix.

The Significant Learning we are proposing for History at Curriculum Levels 6, 7, and 8 explicitly incorporates *mātauranga Māori* concepts that have direct relevance and applicability to students of History. These proposed *mātauranga Māori* concepts provide access to important indigenous knowledge systems for understanding history and analysing the past, and do not merely replicate normative historical concepts. Teachers and students of history will be encouraged to learn about these concepts from within an indigenous context but, once they gain an understanding of them, will be empowered to apply these concepts to other historical contexts - local, national, or global. By explicitly engaging with *mātauranga Māori* concepts in history, we are valuing indigenous knowledge systems, enriching all senior secondary History

students understanding of the subject, and providing greater opportunities for ākonga Māori to access and achieve within the NZC.

The SEG has also designed the subject content for History in a way that allows teachers and learners to leverage knowledge, and build on the concepts, gained from the new ANZH's Levels 1-5 curriculum. While there is no intent to repeat this material, we must nevertheless allow for a transitional period of up to 10 years in which ākonga may continue to enter senior secondary History with little or no background in ANZH. Lastly, we note that all subject material is in draft form and, as such, we are continuously looking for ways to weave mātauranga Māori more seamlessly through them.

Theme Two

PLD and resourcing of mana ōrite mo te mātauranga Māori and Pacific knowledges

Response

The SEG acknowledges that the system-shifting change to incorporate mātauranga Māori and Pacific knowledges in History will need to be supported by robust, continuous, and accessible PLD. For History in particular, NZHTA has already secured Networks of Expertise funding to develop bespoke PLD for teachers and kaiako of History. It is anticipated that these programmes will include a strong focus on mātauranga Māori and Pacific knowledges. The SEG wishes to clarify that including mātauranga Māori and Pacific knowledges is not exclusive of other knowledges and values. The inclusion of all of these knowledges enriches the historical understanding of teachers and students, and their ability to apply these frameworks to different contexts.

Likewise, the Ministry is aware of the demand for more PLD to assist kaiako and teachers to deliver mātauranga Māori in their subjects. Amongst other initiatives, the Teacher Only Day in May will focus on mātauranga Māori to support the sector to feel more comfortable in understanding and competently integrating aspects of mātauranga Māori in their teaching and learning programmes.

[A further response from the Ministry can be found here.](#)

Theme Three

Workload and resourcing concerns – Learning Matrix and Course Outlines.

Response

Several of your responses indicated concerns about the amount of content to be covered in a year-long History programme. The SEG acknowledges that the current quantity of Significant Learning may seem overwhelming and will reconsider how this might be consolidated. The SEG would like to clarify that the Significant Learnings in the Learning Matrix are considered too important to be missed. However, Significant Learnings are the building blocks of your teaching programmes, not the outcomes of these. They are not synonymous with Achievement Objectives, and coverage of Significant Learning both throughout the year and in assessments will be holistic. For example, a well-designed programme of teaching and learning would include topics, contexts, and/or themes that cover multiple pieces of Significant Learning simultaneously. The Learning Matrix is intended to strike a balance between

consistency across Aotearoa New Zealand, and flexibility in teaching and learning, to allow teachers to meet the needs of the students in front of them. We would like to reiterate that there are plenty more support materials to come in Phase 2, including three Assessment Activities for each internal Standard.

Some of your concerns were related specifically to the Course Outlines. It is important to clarify that the sample Course Outlines do not mandate what teaching and learning programmes should look like, nor does their coverage suggest a realistic workload for teachers and ākonga. We now appreciate more keenly that the sector is looking to the Outlines to provide guidance on how to deliver the new subject content for History, especially with regards to the incorporation of mātauranga Māori. As such, we will be revising the Course Outlines for Phase 2, and developing Teaching and Learning Programmes during the pilot year, the latter of which will offer a more tailored, detailed, and manageable approach to the subject content.

Theme Four

Insufficient detail provided for Achievement Standards (and other products).

Response

The purpose of the Assessment Matrix, and the Achievement Standards therein, is to provide an early indication of SEG thinking with regards to assessment. This is published early in the development process to give you the opportunity to comment on the proposed teaching and learning at a formative stage. We acknowledge that there was insufficient detail provided to enable meaningful feedback; however, the feedback you did provide highlighted a contradiction between our Teaching, Learning, and Assessment Guide, which describes History as a research-led discipline, and our draft Achievement Standards, none of which is dedicated to research. We acknowledge that this warrants some revision.

Assessment will be clarified in detail when Phase 2 subject content is published in August. Phase 2 content includes the Achievement Standards, Conditions of Assessment, Internal Assessment Activities, and associated materials.

It is important to note, though, that assessment is only intended to provide a snapshot of the teaching and learning which takes place in History. A good teaching and learning programme should still include some historical research, and we aim to make the importance of historical research more explicit in the Learning Matrix. The upcoming support materials that will be developed during Phase 2 and published in August and then further developed during the pilot year will offer examples of how historical research can be woven into a teaching programme and how this could provide opportunities for the collection of evidence towards the sources' (and other) Standards.

Achievement Standard 1.3, the *concepts* Standard, also provoked some response in the teaching community. We acknowledge that some of you felt this was too hard for Curriculum Level 6, that it blurred the distinction between procedural and substantive concepts, and that making the assessment external was an added burden. At this stage, the mode of assessment for each Standard is by no means set in stone, and further consideration will be given to ensure that we find the right combination of internal and external assessment to draw out quality evidence which best demonstrates student performance.

Theme Five

Glossary

Response

The SEG undertakes to develop comprehensive and concise glossary definitions for subject-specific terms and/or concepts, and acknowledges that this is especially urgent for kupu Māori. The SEG hopes that this will in turn clarify the Significant Learning in the Learning Matrix, and go some way towards allaying anxieties in the sector about what the Significant Learning entails. This will also allow us to ensure consistent interpretation of the subject content, and to seek better alignment of terms and concepts across subjects and Learning Areas.