

# SOCIAL STUDIES

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## SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS

The Social Studies Subject Expert Group (SEG) would like to thank those who took the time to review the Social Studies subject content. We received 23 responses to the online survey and engaged a Focus Group.

It was encouraging to read the responses to the proposed subject content. There was strong support for how mana ōrite mo te mātauranga Māori is reflected in the Phase 1 materials.

Your feedback indicated that there is a need to further clarify the Assessment Matrix - this is the work to be done in Phase 2. Further consideration regarding the inclusion of mātauranga Māori and Pacific concepts was also recommended, namely, to ensure that learners from all cultures and backgrounds are able to feel welcome and included within the Social Studies learning environment. You also offered valuable comments and suggestions for strengthening the connection between the Learning Matrix and the Achievement Standards as we move into Phase 2 of the Review of Achievement Standards (RAS) project.

The feedback has been collated into main themes that the SEG have now discussed and responded to. All feedback was documented and will continue to be considered as we move into Phase 2, with the following five themes emerging as the most significant amongst the comments and suggestions received.

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### **Theme One:**

*Clearer links needed between Significant Learning and the Achievement Standards*

### **Response**

Phase 2 will involve further development of the draft Achievement Standards with clear links to the Significant Learning in the Learning Matrix. These links will also become clearer with the publication of other Phase 2 subject content, including three Assessment Activities for each internally assessed standard. Teacher guidance will be provided on possible options for planning and delivering assessments using the new draft Achievement Standards.

The Course Outlines will also be revised and republished alongside the Phase 2 materials in August. These refined Course Outlines will give further clarification regarding what teaching, learning, and assessment might look like throughout the year and will offer suggestions and general guidance to kaiako on how to teach using the proposed Learning and Assessment Matrices.

### **Theme Two:**

*Clarification needed around discipline-specific content*

### **Response**

Clarification and refinement is in progress around the Learning Matrix to address concerns about the inclusion of specific concepts and contexts in the Significant Learning. Human rights and social justice are being reframed in the Learning Matrix, for example:

- 'students will understand that the nature of power within systems and structures can constrain agency', and
- 'students will learn that there are different views about what the rights and responsibilities of individuals and communities are and how they are valued and applied'.

These pieces of Significant Learning recognise the importance of social justice and human rights, without articulating it in that terminology, to ensure that the learning is able to be reflected across cultural contexts. Ongoing SEG discussions will explore how to address this issue through Phase 2 development to clarify the connections between Social Studies and human rights and social justice.

### **Theme Three:**

*Further inclusion of mātauranga Māori to be considered across Social Studies subject content*

### **Response**

The SEG and the Ministry are encouraged by the strong response around inclusion of mātauranga Māori in the Social Studies subject content, and acknowledge the requests for more thorough weaving of te ao Māori concepts, in line with the wider RAS project mandate of mana ōrite mo te mātauranga Māori. As we work toward the second drafts of these products, and the development of Phase 2 subject content, discussions will continue between the SEG and the Ministry as to how to incorporate this content appropriately and explicitly. There will also be continued support provided through collaboration with the Ministry's Ākonga Māori team in order to ensure that mātauranga Māori is included in a meaningful and robust manner, in line with the Social Studies subject.

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

### **Theme Four:**

*Further inclusion of Pacific concepts across Social Studies subject content*

### **Response**

The SEG and the Ministry recognise the points made around the inclusion of Pacific concepts. We will be expanding the inclusion of Pacific concepts through Phase 2 development, by for example, providing more guidance around how to incorporate Talanoa into teaching and learning.

The continued development of the Course Outlines will give further examples of teaching, learning, and assessment where there are opportunities to include Pacific concepts within a robust teaching programme.

### **Theme Five:**

*Clarification of progression and further differentiation required for the Achievement Standards*

### **Response**

Full development of the draft Achievement Standards is a focus of Phase 2, along with development of Assessment Activities for the internally assessed standards. The draft standards will set the expectations for Level 1 and provide the foundation on which Level 2 and 3 specialist subjects can build.