# **PSY Level 2 Course Outline 2**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement standards can be structured within a year-long teaching and learning programme.

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| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration**  Total of 32 weeks |
| Explore how the concepts of collectivism and individualism influence understanding of identity  Explore psychological ideas through a range of both indigenous and non-indigenous methodologies and perspectives  Use Te Tiriti o Waitangi-based ethical frameworks such as the Code of Ethics and Te Ara Tika to explore the importance of ethics in psychology practice  Develop understanding of how different cultural and gender perspectives create bias  Explore characteristics of psychology unique to Aotearoa New Zealand and the Pacific | **Is it okay to do this?** Who are we and where do we come from?  Use understanding of whakawhanaungatanga, whakapapa, and Te Tiriti o Waitangi to make connections with people and the whenua; as a group building connections between us. Apply understandings of familiar te ao Māori contexts to make sense of unfamiliar psychology contexts.  **“Has anybody figured out how to do this?”**  Introducing Framework 1: Tikanga Matatika.  Consider scenarios where “what should a good person do?” meets “what should a good psychologist do?”  Use Tikanga Matatika frameworks to make decisions about how to work with individuals and groups.  Derren Brown, Maui Pīwakawaka and Pūrākau can assist students to explore viewpoints.  Consider the 4 principles of:   * Respect for the Dignity of Persons or People * Responsible Caring * Integrity in Relationships * Social Justice and Responsibility to Society.   Introducing Framework 2: Te Ara Tika  Apply understanding of Te Tiriti to analyse how it is embedded into psychological ethical frameworks.  I can analyse the strengths and weaknesses of this approach to upholding ethics, including if embedding the ‘3 Ps’ (the principles of partnership, participation, and protection) into ethical frameworks provide an effective solution?  Consider the 4 principles of:   * Whakapapa (genesis and purpose of your research) * Tika (validity of the research proposal) * Manaakitanga (cultural and social responsibility) * Mana (equity, justice, and rights).   Framework 3: Te Tiriti  Become familiar with how Te Tiriti o Waitangi can be used as a framework for ethical psychological practice in Aotearoa New Zealand.  Consider ways to decide which framework to use for ethical psychological practice in Aotearoa New Zealand.  Consider the 3 principles of:   * partnership * participation * protection.   **Opportunity for assessment of 2.1: Demonstrate understanding of ethics within psychology using a Tiriti o Waitangi-based ethical framework** | 2 weeks  3 weeks  3 weeks  2 weeks |
| Examine a range of research methods used to investigate psychology problems and their appropriate use  Consider the validity and reliability of psychological measures with an awareness of their limitations  Explore the role of mental processes in psychology  Explore psychological ideas through a range of both indigenous and non-indigenous methodologies and perspectives  Explore characteristics of psychology unique to Aotearoa New Zealand and the Pacific | **How do we find out stuff?**  Explore how The Dunedin Study uses a range of research methods to understand psychological ideas (‘Why am I?’ series).    Become familiar with the language of research design and how to select a valid research method.  Define the following terms:   * Experiment (lab and field) * Measurement * Survey * Hui * Talanoa * Observation * Case studies * Indigenous psychology.   Apply understanding about how we gather valid data to real life settings.  Engage with how the concept of tika increases validity of research.  Consider how to gather data about groups and cultures in the community in a way that is valid.  Apply understanding of tika as a method for gathering data.  Become familiar with examples of indigenous psychology research design, such as the use of tokotoko as a memory tool.  Apply understanding of how to research and analyse if it is valid.  Explore how to design a method that uses scientific research design by critiquing a range of examples such as the Forer Effect.  Apply understanding of methods of research design to invisible concepts (like thoughts, feelings, mauri) so that they become visible.  **Opportunity for assessment of 2.3**: **Demonstrate understanding of the application of research methods in psychology** | 2 weeks  3 weeks  3 weeks  2 weeks |
| Develop understanding of how a variety of psychological approaches may lead to multiple explanations for a behaviour  Explore the role of mental processes in psychology  Explore psychological ideas through a range of both indigenous and non-indigenous methodologies and perspectives | Identity and Memory Explore culture, identity, whakapapa, and collectivism – how do the groups we belong to shape our identity?  How have colonisation, assimilation and displacement impacted indigenous communities?   * In-group/out-group. * Conformity/majority influence, obedience. * Generational trauma – disconnection from culture, whenua, impacts on identity, psychology related to acculturation/assimilation?   Explore learning, memory, and communication through the context of kapa haka and Polyfest.   * Could also explore qualitative research through this context, eg, [Pihama (2014),](https://mch.govt.nz/files/Nga%20Hua%20A%20Tane%20Rore%20%20The%20benefits%20of%20kapa%20haka%20(D-0570327).PDF) possibly conduct an activity (survey, memory experiment, talanoa).   History and remembering – how do indigenous cultures remember (eg, intergenerational transmission, tokotoko, whakairo, waiata, mōteatea).  Influence of the past on the present is continuous (eg, whaikōrero, karanga, waiata, mōteatea).  Challenging perception – eg, with the introduction of Aotearoa Histories, debate around ‘whose perspective is most valid’.  Prosocial behaviour and community: helping, sharing, collectivism, and attachment.    Hauora: using pūrākau to understand hauora (eg Mahi a Atua, mana potential)? Pūrākau as a theoretical framework. Schema.  Mauri  Models - Fonofale, Te Vaka Atafaga, Te Wheke  Relationships with te taiao (environment) - whenua, maramataka (moon phases – influence on psyche, perhaps link to sleep cycle)  **Opportunity for assessment of 2.2: Demonstrate understanding of how approaches in psychology explain a behaviour** | 2 weeks  3 weeks  3 weeks  2 weeks |
| Engage in local and authentic contexts that allow connections to wider socio-scientific questions  Explore how psychology is applicable to a range of authentic contexts | Contexts Psychology is used in the real world. As well as being used by psychology professionals, people working in many other fields can use these ideas in the workplace.  **What are the psychological, cultural, and social benefits of immersion education?**  Exploring early childhood immersion settings – kohanga reo, pūnanga reo, and other Pacific language nests – with a focus on language acquisition (biological and cognitive benefits), prosocial behaviours, identity, and culture.  **How can we use psychology to influence change in society?**  Explore the psychology behind social movements (eg, minority influence, disrupting social norms, resilience, sociocultural influences) through contexts such as the occupation of Ihumātao, the Polynesian Panthers, Foreshore and Seabed Hīkoi 2004.  **Opportunity for assessment of 2.4: Demonstrate understanding of a psychological theory within an authentic context** | 2 weeks |