Where does it fit?

The Place of "Essential Learning About New Zealand Society" in the Social Studies Curriculum

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Elise Fleur Gordon

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Introduction

While working with *Social Studies in the New Zealand Curriculum (SSNZC)* (Ministry of Education, 1997), the researcher questioned the Essential Learning about New Zealand Society (ELANZS) component of Social Studies. A brief inquiry into why these components were chosen and how they were to be used revealed little supportive research. However, there is evidence this area of the Social Studies curriculum is of concern to teachers (Aitken, 2001; Hunter, 1999; Learning Enhancement Associates, 1999). This chapter will firstly consider the rationale for this investigation into ELANZS. Secondly, it will give an outline of the viewpoints of the researcher and thirdly, it will conclude with the objectives for this study.

1.1 Rationale for this study

Previous studies have shown that New Zealand children have limited knowledge about New Zealand society (Keen, 1977; Low-Beer,1986; Simon, 1992). In 1997, the National Education Monitoring Project (NEMP) found a substantial proportion of Year Eight students had major gaps in their knowledge about New Zealand society (Flockton & Crooks, 1998). In 2001, the NEMP again found aspects of children's ELANZS knowledge to be lacking. NEMP reported that children at both Year Four and Year Eight showed quite limited knowledge and understanding of the Treaty of Waitangi and early New Zealand history which are clearly aspects of the ELANZS learning which has been set out in *SSNZC* (Flockton & Crooks, 2002). The need for and extent to which children should possess knowledge about New Zealand society is contested today and has been contested throughout the development of various Social Studies curricula in New Zealand. However, under *The New Zealand Curriculum Framework* (Ministry of Education, 1993a) knowledge about New Zealand society is designated as a key component of Social Studies education.

The view expressed in the Social Studies curriculum statement states that learning about New Zealand is "essential" (Ministry of Education, 1997, p. 23). The rationale expressed for studying New Zealand through the curriculum statement is multi-faceted. The document tells us that learning about New Zealand is important for children's

development of a sense of belonging when it says; "It is important that all New Zealand students understand their own society and environment and develop a sense of belonging to their community and their nation" (Ministry of Education, 1997, p. 20). Included in this rationale is the conviction that children should develop a sense of their national identity through building their "knowledge of their history, their land, and their society" (Ministry of Education, 1997, p. 5). The need for students to have "knowledge about events, places and people of significance to New Zealand" (Ministry of Education, 1997, p. 20) is emphasised as is the need to learn about New Zealand through studying both contemporary and historical New Zealand topics.

The aim of Social Studies education is to enable "young people to take their place in today's complex world as informed, competent and responsible citizens" (Barr, Graham, Hunter, Keown & McGee, 1997, p. 2). This aim implies that children will have an understanding of their own country as well as the wider world. In order for children to participate in their country they will need to have an understanding of the organisation and heritage of their society. Barr et. al. (1997) state that "a knowledge of the history of our nation is an essential foundation for citizenship" (p. 51). Historical knowledge of the nation is not unique to New Zealand Social Studies. It is common for Social Studies curricula to identify in some way the importance of learning about the student's country of residence. In Australia, the Victoria Studies of Society and Environment Curriculum (Australia's equivalent to Social Studies in New Zealand) states that "studies of society and environment provide a framework for developing student knowledge of Australian society past and present" (Board of Studies, 2000, p. 5). This document also names knowledge of "Australia and all its peoples" as one of six areas of conceptual knowledge which are pursued through Studies of Society and Environment.

Despite curriculum writers specifically including a list of 'essential' learning to ensure the teaching and learning of New Zealand knowledge and understandings, the ELANZS component has been criticised as poorly implemented in schools (Hunter, 1999). The ELANZS statements are included in the Social Studies curriculum in a way that has been problematic for teachers. The ELANZS requirement is excluded from a list in *SSNZC* which outlines the "general considerations for programme planning" (Ministry of Education, 1997, p. 26). This exclusion makes the ELANZS statements likely to be

overlooked by schools and teachers who see the statements as an 'extra' rather than a 'requirement' despite the learning being labelled as "essential". Aitken (2001) concludes that the intention of the ELANZS statement was possibly as a point of reference and guide for teachers and students. However, the New Zealand topics or units teachers choose to teach are more likely to be guided by the achievement objectives and available resources rather than the ELANZS statements due to a number of factors, not least of all being the confused structure in which ELANZS is listed.

The ELANZS statements may be seen as secondary in importance to the more prescriptive achievement objectives and the contexts listed in school schemes. Hunter (1999) suggests that the placement of ELANZS statements outside of the achievement objectives invites interpretation difficulties. The ELANZS requirements are listed in such a way that they are not prescriptive or level specific, which may mean they will be overlooked by those who are not confident or skilful in the teaching of Social Studies. A research project undertaken by Learning Enhancement Associates (1999), however, found that all aspects of the ELANZS statements could be taught at any achievement level.

The problematic nature of the ELANZS statements has led to other research and professional development opportunities being conducted. In 2002, the Wellington Area Social Studies Association held a half day programme for teachers based around the ELANZS statements and their implementation. This day was an attempt to provide direction for teachers' use of the ELANZS component. A Ministry of Education professional development contract initiative is also in progress on the inclusion of ELANZS statements in Social Studies programmes. These current initiatives highlight the relevance and timely contribution of the present research to a wider field of research within the field of New Zealand Social Studies.

1.2 Views of the Researcher

I have selected this topic for research as I believe that learning about New Zealand is an important aspect for a balanced education of New Zealand children. I believe that learning about New Zealand contributes to a student's sense of belonging and identity. Learning about our shared past also helps students understand contemporary issues and

those which may arise in the future. I agree with the writers of *SSNZC* that the delivery of the ELANZS statements is "essential" learning as the only way for New Zealand citizens to understand their society is to be educated about their common and diverse heritage.

I had limited experience studying New Zealand society in my schooling until I chose to take up the subject of History at Year 13 level. My teacher had chosen the New Zealand stream, and the year was spent looking at various aspects of New Zealand society including early contact, race relations, political change and economic change. This experience whet my appetite for studying about New Zealand society and I enjoyed extending my personal knowledge base in this area. I followed this area of interest by incorporating optional Social Studies papers into my Bachelor of Education degree.

Through my experience as a student teacher I observed that learning about New Zealand was an area often neglected by teachers. As a tutor of Social Studies at Massey University College of Education, I found the curriculum structure confusing in that the ELANZS statements stand alone from prescriptive objectives. This disjointed nature led student teachers to ignore this component in their planning and teaching. In schools, I have observed ELANZS statements being check-listed in the planning process rather than being used to inform the planning or teaching in any way. In my role as a designer of units for Social Studies Online, I have personally found it difficult to integrate the ELANZS component of the curriculum when planning for Social Studies. These experiences have combined to motivate this research into understanding the role of the ELANZS statements. Such research is a foundation to improve the inclusion of the ELANZS component.

1.3 Research Objectives

The aim of this research is to investigate, firstly, how and why a focus on New Zealand within the Social Studies curriculum has been developed through previous Social Studies curricula leading up to *SSNZC*. Secondly, this research aims to investigate the extent to which a focus on New Zealand is put into practice in the Social Studies programme of a New Zealand Intermediate School. Finally, strategies are suggested to

support teachers to effectively implement ELANZS in their Social Studies programmes. This objective highlights the investigation of the following questions:

Phase One: Historical Research

- In what ways has New Zealand content been included in past Social Studies curricula?

- How has the inclusion of New Zealand contents been problematic?

  How has the nature of knowledge about New Zealand changed?

  How has the social, economic and political context influenced how New Zealand content is included in curriculum documents?

Phase Two: Case Study Research

- How is New Zealand content, within Social Studies, currently included in practice in an intermediate school setting?

  What do teachers know about the ELANZS component of the Social Studies curriculum?

  How do teachers incorporate the ELANZS requirement into their Social Studies teaching?

  How important do teachers and students perceive studies about New Zealand, within Social Studies, to be?

  What are students' perceptions of New Zealand studies included into their school programme?

- What are the barriers to teaching New Zealand content within Social Studies?

  What barriers do teachers identify for including ELANZS within their Social Studies programme?

- How can the teaching of ELANZS in New Zealand schools be improved?

The researcher will examine the place of ELANZS in teachers' planning by undertaking a case study in one school. The study will investigate specifically how teachers within this school are using the ELANZS component in their planning and how this carries through into their teaching. In addition it will examine student perceptions of learning about New Zealand society. This case study will identify the importance and place of ELANZS at the research site along with the tensions and difficulties found in its implementation. The evidence amassed from this study strongly suggest that there is a need to improve the teaching and learning of the ELANZS component. The conclusions drawn from the study will be presented for teachers and policy makers to consider. It is also envisaged this research will serve as a catalyst for further research in this field.

1.4 Summary

This introduction has outlined the key tensions found with the structure and place of the ELANZS statements in *SSNZC*. The need for research to ascertain the nature of these tensions and how they impact upon the implementation phase has been highlighted. The following chapter will give a literature review into ELANZS and the tensions found with this component.

Chapter Two

Literature Review:

Essential Learning about New Zealand Society

The inclusion of the nineteen ELANZS statements specify the range and content of learning about New Zealand society through the school's Social Studies programme. The fact that this section is labelled *"essential"* indicates that this is a mandatory requirement which cannot be overlooked when planning for Social Studies. Indeed, it has been argued earlier that it is an important component of SSNZC for developing students' sense of national identity and belonging. However, the ELANZS statements raise tensions for teachers in the implementation phase because so many other planning features need to be considered and taught in a way that reflects the social constructivist view of learning. This chapter will discuss, with reference to current literature, how ELANZS can contribute to students' sense of identity and belonging. It also reviews literature about how ELANZS is included in Social Studies programmes, possible barriers to successful inclusion and the implications of social constructivist teaching.

2.1 The Importance of ELANZS in Developing Identity and Belonging

> *It is important that all New Zealand students understand their own society and environment and develop a sense of belonging to their community and nation (Ministry of Education, 1997, p.20).*

This statement suggested that one aim of Social Studies education in New Zealand is to develop national identity and a sense of belonging to New Zealand. National identity and belonging are not unique to New Zealand Social Studies curricula. Phillips (2000), however, argued New Zealand has less focus in the curriculum on national identity than the United Kingdom. A close relationship exists between national identity and citizenship, therefore the aim of Social Studies is an attempt to balance national knowledge with global knowledge in Social Studies curricula both in New Zealand and in other nations (Barton, 2001; Board of Studies, 2000). Some writers advocated the importance of the global community rather than the national community in children's lives (Crawford, 2002). However, it is my argument that a sense of national identity and a sense of place are still important for citizens. Students need to have a sense of who they are and what is special about their place in order to participate in that society

effectively. The local and national arena is the one that students will operate in primarily, therefore, this should be a focus for their learning. Authentic and relevant learning experiences are proven as most effective in impacting student outcomes. Development of national identity and a sense of place in Social Studies programme provide authentic and relevant learning.

A sense of national identity is formed through learning about ourselves and our own nation, as well as through drawing comparisons between ourselves and other nations or cultures (De Cilla, Reisigl & Wodak, 1999). Howard and Gill (2001) suggested that national identities are changeable and constantly re-constructed in different contexts. Social Studies provides opportunities for a sense of national identity to be developed in such a way. Comparative studies are emphasised as an effective teaching strategy for the teaching of Social Studies (Ministry of Education, 1997). Such studies highlight the differences and similarities which re-define our sense of identity. ELANZS contexts play an important role by facilitating opportunities for children to construct a sense of identity through learning about New Zealand's historic, geographic, and contemporary contexts. The ELANZS statements also specifically include learning about New Zealand's identity through studying "the development over time of New Zealand's identity and ways in which this identity is expressed" (Ministry of Education, 1997, p. 23). It is by participating in such learning opportunities with others that children can co-construct their own sense of identity and develop a sense of place.

Sharpe, Broadfoot, Osborn, Planel and Ward (1999) suggest that our sense of identity is multi-layered. Our national identity is the broadest social organisation to which we relate and permeates all other levels of our identity. It is, therefore, important that teachers help children to develop a knowledge base about their own society. It is through Social Studies education that the knowledge and value systems of New Zealand society can be discussed, critiqued and evaluated by children. Social Studies also provides opportunity for children to actively participate in their nation through the social decision making process. For example, it is important for children to know about the democratic processes New Zealanders use to elect their government. It is also important for them to practice their democratic rights through participating in democratic class votes or secret ballots.

As with most Social Studies content, the notion of national identity can be contested. Harrison (1998) argued that *SSNZC (Revised Draft)* presented New Zealand as a single notion without divergent ideas of nationhood and sovereignty, and thus it was a singular notion that children were to develop their sense of belonging to. However, in *SSNZC* New Zealand's diverse nature is reflected in the ELANZS statements. Barrett (2000) suggested one of the cognitive factors in national identity is a belief in the common descent of members of the national group. Given New Zealand's history, this factor cannot be part of our national identity. Instead, the knowledge of a shared journey of immigration from different parts of the world is necessary. To develop a sense of belonging, tolerance and understanding it is important that all New Zealanders appreciate their shared heritage in terms of immigration. This understanding is incorporated into the ELANZS statements. *SSNZC* states students will learn about both Maori migration and the migration of British and other cultural groups in New Zealand over time (Ministry of Education, 1997).

2.2 Implementation of "Essential Learning about New Zealand Society"

The implementation of ELANZS statements have been the subject of recent discussion (Aitken, 2001; Hunter, 1999; Learning Enhancement Associates, 1999). It is apparent from this discussion that the ELANZS statements are difficult for teachers to implement. This difficulty has also been identified by the Wellington Area Social Studies Association. It is my concern that the difficulties found in implementing ELANZS leads teachers to either not include them or to include them in a superficial way.

New Zealand teachers are expected to include all settings across their Social Studies programme. The curriculum states that there will be a balance between teaching about New Zealand society and other places. However, the planning requirements, stated on page 25 of *SSNZC*, suggest that there are five settings beyond New Zealand to be covered in a two year period and the New Zealand setting is to be covered every year. This implies that when the minimum requirements of *SSNZC* are met, more content will be covered about places other than New Zealand. Of the seven required settings in a two year cycle, two settings will be focussed on New Zealand and five settings will be beyond New Zealand. While both settings within and beyond New Zealand are central

to effective Social Studies programmes, the minimum requirements limit the opportunity to include the ELANZS content in any depth.

The response from curriculum writers to continuing disagreement about the nature and purpose of ELANZS has been to avoid controversy by making goal statements vague and fairly non-specific, as illustrated in the quotation below.

> *The origins, development, and operation of systems of government and law, of the franchise, and of local and national democratic institutions.*
>
> *Characteristics, roles, and cultural expressions of the various groups living in New Zealand* (Ministry of Education, 1997, p.23).

As a result, teachers are required to make their own decisions about how they will incorporate the ELANZS statements into their Social Studies programmes. While the achievement objectives are prescriptive and level specific, the ELANZS statements are generalised across all levels. Neither *SSNZC* nor the publication *Social Studies in the New Zealand Curriculum: Getting Started* (Ministry of Education, 1998) gives specific advice on how ELANZS should be incorporated. It is only suggested that the summary statements be used to either "select knowledge and understandings about New Zealand society to develop in Social Studies programmes, and to check for appropriate coverage across years and levels of learning" (p. 18) or "be used as a context for study" (Ministry of Education, 1997, p. 23). With this reference to appropriate coverage, it is little wonder the ELANZS statements are primarily used as a check-list.

Nineteen aspects of New Zealand society are stated in *SSNZC* which infers there has been a pre-selection by curriculum developers of what is essential. This pre-selection was a controversial process and as a result the ELANZS statements seem to cover all aspects of New Zealand society in a generalised academic nature. The all encompassing nature of the statements also contributes to difficulties in the implementation of ELANZS.

Limited literature exists on the extent to which the ELANZS statements are currently implemented in schools. In an initial Education Review Office (ERO) Report on the implementation of *SSNZC,* the ELANZS component was identified as a problematic area for teachers. A concern identified in Phase One of the ERO report was how best to

incorporate the ELANZS component (Dewar, 2000). By Phase Two of the ERO project, 28.8% of primary respondents to a questionnaire considered their school required further guidance to a moderate to large extent in incorporating the ELANZS component (Dewar, 2000). While this is not a large percentage, it is still cause for concern. However, the ELANZS statements were included in the recent *Curriculum Stocktake* undertaken by the Ministry of Education. The *Curriculum Stocktake* reported 57 percent of teachers found the information on ELANZS to be 'very helpful' or 'helpful' (Ministry of Education, 2003).

ERO (2001) have stated that "delivered well, the new curriculum provides the opportunity for students to engage in meaningful learning about important aspects of New Zealand society" (p. 38). However, ERO did not specifically mention the ELANZS component in any part of the report in which this statement appears. Given the report itself states it will be used to "ensure a consistent perspective on the curriculum is reflected in ERO reports" (p. 1), this omission begs the question of what important aspects of New Zealand society ERO were assessing and how they were covered without any reference to the ELANZS statements. This again highlights the confused nature of the ELANZS statements and the lack of coherent advice given on how to implement this component. A unified approach is needed for the implementation of ELANZS into the planning and teaching of Social Studies.

2.3 Barriers to Implementation of ELANZS

Structure of the ELANZS statements

Aitken (2001) suggested that the structure of the ELANZS statements differ from the rest of the curriculum document. He argued that it is this structural variation that poses a challenge for teachers in the delivery of ELANZS. On one hand *SSNZC* expects teachers to follow particular level specific achievement objectives and on the other hand it includes a separate set of "learning outcomes" in the form of ELANZS which teachers must decide how to follow. This apparent lack of direction in how to apply the ELANZS statements, therefore is inconsistent with the other requirements of *SSNZC*. When teachers are undecided or not confident on how to include these statements, they may be left out from planning considerations altogether.

Hunter (1999) expressed concern that the ELANZS statements are difficult for pre-service teacher educators: "they are 'too big', 'unspecified', 'unhelpful in terms of achievement levels' and 'scary'" (p. 52). The broad non-specific language of the ELANZS statements coupled with the academic nature of the statements it is difficult for teachers to see how they can be related to the classroom context.

Lack of Teacher Knowledge

Not only is the structure of ELANZS problematic for teachers, but their lack of personal knowledge about New Zealand society also presents another barrier to the successful inclusion of ELANZS learning (Graham, 1990; Hunter, 1999). As early as 1964, Gorrie claimed that teachers' lack of knowledge about New Zealand history could make this subject appear dull and lifeless. More than thirty years later, Hunter (1999) suggested that many pre-service teachers lack knowledge about New Zealand society.

Recent findings by the *Australian National Inquiry into School History* have shown that many primary school teachers are inadequately educated in their country's history teaching. Writing about this inquiry, Taylor (2002) stated that "teachers are reluctant to teach about something they don't know much about" (p. 5). Such lack of teacher knowledge has wide ranging effects. It can lead not only to lifeless lessons, but also to conceptual misunderstandings and inaccurate or superficial understandings being constructed by students. A lack of teacher knowledge also affects teacher choices in the curriculum. Where teachers do not feel comfortable with the subject matter, it is unlikely they will choose to teach it. Lack of teacher knowledge is a major barrier to teaching about New Zealand society. This is especially so when teaching about ELANZS is dependent on the teacher choosing to include it.

Teacher Efficacy

Teacher efficacy is defined as a judgement of teachers' capabilities to bring about a desired outcome (Browers & Tomic, 2003; Tschannen-Moran & Hoy, 2001). I argue that teacher efficacy for teaching ELANZS may impact upon successful learning bout New Zealand society. If teachers have a high efficacy for teaching ELANZS effectively then they would be more likely to include this information in their programme on a regular basis. However, if teachers have a low efficacy for teaching ELANZS they may

spend less time on this material as part of their classroom programme. This contention is supported by the research of Graham, Harris, Fink and MacArthur (2001) who found that teachers with a high personal efficacy for teaching writing, allowed more time for students to compose written work, as well as spending more time teaching grammar, usage and processes of writing. Part of teachers' efficacy is dependent on their knowledge base in the area being taught. Teachers who know about New Zealand and its history will have a higher efficacy to teach it well.

Time

The *Curriculum Stocktake*, a recent study by the Ministry of Education into the current state of the curriculum, has found that a common challenge facing teachers in implementing *SSNZC* is finding the time to do all that is outlined in it (Ministry of Education, 2003). The lack of time impacts on the ways teachers approach ELANZS in the curriculum. When there is difficulty in achieving all the aims of the curriculum it is likely that the ELANZS component will be left out as it is less dominant than the strands and processes highlighted in the curriculum's front and back cover. This issue of a lack of time will be discussed further in Chapter Four.

2.4 Social Constructivist Views of Learning - Implications for ELANZS

Much of best practice in Social Studies teaching reflects social-constructivist theories of learning. Many writers have advocated that teachers should adopt constructivist pedagogy for the teaching of Social Studies (Hope, 1996; Jadallah, 2000; Scheurman, 1998). The term constructivism can be difficult to define as there are a number of different perspectives, which cover a wide spectrum of pedagogical ideas and practices. The underpinning assumption of constructivist approaches is that students learn best when they analyse and interpret meanings about new information against their prior experiences (Scheurman & Newmann, 1998). Constructivist theories can be divided into two main categories; social and cognitive, which reflect two main ideas about the nature of knowledge (Good & Brophy, 2000). Cognitive constructivism follows the work of Piaget and is based around the idea that knowledge is constructed in the mind of the individual who analyse and interpret their experiences and interactions with their environment (Jadallah, 2000). Whereas, social constructivists believe that knowledge is

constructed through interactions with others and the social environment takes on greater importance in learning.

Social constructivism, therefore, provides a theoretical foundation for effective social studies teaching and learning. If Social Studies aims to develop children's understandings of people to participate in society as informed confident and responsible citizens, (Ministry of Education, 1998) the social context for children's learning needs to be carefully considered. That is, they need to participate in making decisions about what they learn and how they go about it. *SSNZC* encourages active learning through the three processes of inquiry, values exploration and social decision making. If Social Studies teachers follow the social constructivist model of teaching they are embodying many essential elements of citizenship education. Social Studies concepts apply to children's lives. Through adopting a social constructivist approach teachers will guide understanding of these concepts in a way that links to their own lives and experiences outside the classroom.

If Social Studies teachers adopt a social constructivist approach there will be implications for teaching about ELANZS. A social constructivist teacher will make the concepts embodied in the ELANZS statements relevant and meaningful to student's lives. The teaching of this content will employ many active learning strategies such as cooperative learning, questioning the taken for granted, and classroom discussions along with the processes of inquiry, social decision making and values exploration. A social constructivist teacher does not need to know everything about the topic which is being studied and feel confident co-constructing this understanding alongside students. However, teachers do need to know some aspects of ELANZS and be motivated to find out more *with* students about the issues that interest them.

2.5 Summary

It is my contention that there is certainly a need for ELANZS within the Social Studies curriculum. ELANZS helps students learn about their country, place and history; to do

so assists in the development of a sense of national and personal identity. However, the literature reviewed here shows that it is the way in which ELANZS has been included in the curriculum that creates tension for teachers in its planning and implementation.

From this review, I have derived the following research questions as to the current state of teaching and learning about New Zealand within *SSNZC;*

> *How is New Zealand content, within Social Studies, currently included in practice in an Intermediate School setting?*
> *What are the barriers to teaching New Zealand content within Social Studies?*
> *How can the teaching of ELANZS in New Zealand schools be improved?*

These questions arise from vast gaps in the research literature. They form the basis of a case study which is reported in this thesis. The following chapter considers methodologies and procedural issues related to this case study research.

Chapter Three

Methodology and Methods

The current research project utilises two forms of research methodology in order to address the research questions. The first methodology employed is an historical inquiry whereby the foundations of ELANZS will be explored through various historical curricula over time. The second methodology employed is case study. This chapter will examine both these research methodologies. The theoretical underpinnings of historical and case study methodology as well as the methods of how they will be used in this research project are discussed. A justification and discussion of the limitations and methods of data collection will be provided for each research design. Finally, ethical considerations for this research are indicated.

3.1 Historical methodology

Questions one and two are most suited to an historical inquiry method of research. This historical inquiry involves looking at literature, in this case curricula, from the past and analysing this information in relation to the question. Bogdan and Biklen (2003) suggest that it is common to use both historical inquiry and observation or interviews within case study. This historical inquiry gives a knowledge base and background to work from. In the case of this research project, there are no additional ethical considerations for this phase as the documents examined are published documents.

3.2 Case Study: Methodology

Case study methodology is difficult to define as it encompasses a wide range of data collection methods and techniques (Stake, 2000). However, the one aspect all case studies have in common is interest in an individual case determined by the boundary of the case rather than generalised interest in a phenomenon. It is the case that assumes prominence, not the phenomenon. Therefore, as a form of research, case study is defined by an interest in individual cases rather than the techniques of data collection (Stake, 2000). With this in mind, the definition of the specific case being researched is an important factor. Merriam (1998) stressed the importance of defining the case as this determines what will and will not be studied. Adelman, Jenkins and Kemmis (1976)

describe the case as a bounded system. In this research project, the bounded system is the school at which the research is based. All research will take place within the boundary of the case school with participants being drawn from the research population of the case school.

The purpose of a case study is to develop an in-depth interpretation of a particular instance in context. In forming an in-depth interpretation, the researcher is able to employ multiple data collection methods. This contributes to case studies having a reputation for being difficult to organise due to a large amount of data being collected (Adelman et.al, 1976; Burns,1994). The main methods of data collection employed in case study are structured and semi-structured interviews, observation and document analysis. The methods of data collection particular to this research project's case study are discussed in depth later in the chapter.

Case study research is often conducted in educational settings. This is because case study offers teachers and educational researchers the opportunity to study the case in context without manipulating the many variables found in the learning process. Educational case studies range in scope from an individual child, such as studying a child's reading strategies, to a whole school case study, such as how the school has implemented a new policy and often support educational research questions. Teachers and educational researchers often employ case study as a means to better understand how children operate within a wider context of the classroom or school. Berg (2001) described the case study method as "systematically gathering enough information about a particular person, social setting, event or group to permit the researcher to effectively understand how it operates or functions" (p. 225).

Case study methodology can be broken down into sub categories or types. Stake (2000) identified three types of case studies as intrinsic, instrumental and collective. The intrinsic case study is one in which the researcher is investigating because the case itself is of interest. An instrumental case study is one in which the issue or phenomenon is of interest and the case has been selected as it will provide insight into this issue. A collective case study is when an issue, phenomenon or condition is examined by the researcher across a number of cases. Within Stake's categories, the present study would be an instrumental case study, where the researcher is looking at the issues and tensions

surrounding the implementation of ELANZS in one school social studies programme in order to better understand this issue within Social Studies education.

3.3 Case Study: Justification For Use in this Study

Case study methodology has been chosen as it best suits the research questions and the context in which the investigation will take place. Case study methodology allows the researcher flexibility to study the teaching and learning of ELANZS from both the teachers' and children's perspectives. These multiple perspectives can be drawn together to give a more comprehensive account of the classroom activities. Merriam (1998) described case study as achieving a full understanding of the phenomenon as is possible (p. 28). Case study also allows the researcher to gain an insight into how this component is implemented and the issues which impact on this phenomenon in the context in which it is examined. These issues can include teacher and student attitudes, barriers and resources available and can be examined through interviews and observations within the setting. Case study also allows the researcher to discuss possibilities for improving delivery of the ELANZS component.

The account given by case study researchers is holistic and descriptive, in order for readers to apply their own reasoning to the data provided, as well as following the interpretation of the researcher. In this way, case studies are readily accessible to teachers who may be inexperienced in research as the insights are provided and illuminated in ways which will link with teachers' experience. As the intended audience for the findings of this research includes primary teachers and policy makers, a case study is an effective research design.

Because the phenomenon being studied here is complex and dependent on many contextual factors, the researcher is unable to separate out the place of ELANZS without giving an account of the whole situation. Through giving an account of the whole context the researcher and audience are able to make sense of the results in relation to the context. In doing so, deeper meaning can be derived than if the results were separated from this explanation. The benefit of case study research to this project is that it allows the researcher to study a complex unit with many variables that cannot be controlled. Case study will allow the place of ELANZS to be studied in context with

multiple variables being *explained* rather than *controlled.* Explanations allow the teachers who read these results to improve their own implementation of the ELANZS component. The researcher does not set out to intervene in the teaching and learning process. Rather, the researcher is attempting to find out what is going on in schools and perceptions of the various members of the school community (or the case) in practice.

Case study research investigates what is happening in practice. In this research project the researcher will examine how the ELANZS component is being implemented in one school.

3.4 Case Study: Possible Limitations

There are some limitations in using case study methodology. However, for this study the limitations found with case study were not seen as insurmountable by the researcher. Rather, case study methodology was still seen as the most appropriate for the purposes of the study and for the phenomenon being studied. The first limitation was the scale on which the research was undertaken. The scale of one school and seven teachers was small in comparison to the whole population of New Zealand schools and teachers. As this case study investigates only one school and a selection of teachers within this school it does not intend to generalise findings to other contexts, teachers or schools. Thus, the reporting of results must take the small scale of the research into consideration.

The researcher was only based in the school for limited periods of time over two school terms and cannot, therefore, attempt to generalise what happened beyond the time period being explored. The case is also dependent on the information provided to the researcher over this time and the honesty of the participants. While attempts were made to triangulate the data by talking to children as well as teachers, and seeing evidence of work through home sample books and evidence of planning and policy, the honesty of participants was essential to the credibility of the research. The researcher encouraged honesty of participants by assuring confidentiality and making them feel comfortable to share their views and ideas. A conversational approach was used in the interviews to attempt a natural setting. This was used to reduce the limitation of what Bogdan and Biklen (2003) refer to as observer effects. An observer effect is the change in a research

subject's behaviour due to their awareness of themselves as a research subject. No qualitative research will be free of the observer effect and this limitation is considered in the reporting of findings.

Bouma (1996) suggested that in case study research, the researcher cannot rule out alternative explanations. This is due to the vast number of variables within the research project. While the researcher may hypothesise about the results, this is only a possible explanation and not supported by concrete evidence in the way that a scientific or empirical study would be. This case study, therefore, requires further structured investigation before the tentative results can be generalised.

This case study uses the researcher as the main instrument of data collection and analysis. Burns (1994) suggested that it is easy for the researcher's personal views to influence the findings and conclusions when using the case study method. While the researcher tries to remain neutral the researcher's instincts, abilities, sensitivities, integrity and subjectivity can not help but come into question during research and reporting. In this research project my beliefs that the ELANZS component is important and my experiences in Social Studies at tertiary level will impact on the findings and conclusions.

The structure of the project will also influence the findings. This project began with an investigation of the historical tensions of including New Zealand content in Social Studies before looking into current implementation of ELANZS. The project further evolved into a trial of a planning model devised by the researcher. This research sequence will affect the findings as it is likely issues were raised in the case study interviews which were first encountered in the historical literature. If this material had not been reviewed first these issues may not have arisen. I acknowledge these patterns may affect the findings.

3.5 Data Collection and Methods

Semi-Structured Interviews

Kvale (1996) defined a semi-structured interview as "an interview whose purpose is to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" (p. 6). The interview technique can be criticised for its subjectivity, however, for this research project the strength of the interview lies in the ability to collect various people's views and begin to piece together interpretations of the wider picture. Merriam (1998) suggested the interview is the only way to obtain data that cannot be observed, such as feelings and thoughts, and data about past events. Interviews were the most suitable method of data collection to find out student's and teacher's views about ELANZS as these are subjective and cannot be observed. Semi-structured interviews were chosen as the main method of data collection as they allowed the researcher to probe the participant's answers for further responses. Participants were able to explain and justify their responses. Semi-structured interviews were undertaken with a sample of seven teachers. These interviews lasted up to 25 minutes. Semi-structured interviews were also undertaken with 21 year seven and eight students from one class within the case school. These student interviews, lasted no more than ten minutes each.

The interview questions were developed around main themes which had emerged from the literature and research questions. The student interviews were conducted in a one to one situation in the interviewee's classroom while the other class members were outside for school sport (Appendix 6). The teacher interviews were also conducted in a one on one situation in the classroom outside of contact teaching hours (Appendix 5). Interviews were audio taped and later transcribed by the researcher.

Document Analysis

Documents offer the researcher further evidence to analyse in relation to the phenomena being studied. Documents are written by the subjects themselves, which is unlike interviews or observations which are produced by the researcher. Burns (1994)

suggested that a limitation of documents is that they were written for a specific purpose or specific audience. This socially constructed nature of documents is referred to by Delamont (2002) as the "golden rule to remember" (p. 122). However, documents are a valuable source for substantiating information gleaned elsewhere in the study and may provide more detail than the interviewees. Bogdan and Biklen (2003) categorised documents into three categories, personal, official and popular culture. Personal documents are produced by individuals for private purposes. Official documents are those produced by employees for record keeping and distribution. Popular culture documents are those produced for commercial purposes such as television programmes and radio broadcasts. In the present study, the researcher is interested in the semi-personal documents of the students in their home sample work books and the official documents of the school of teachers planning records and school policy.

Document analysis was the second method of data collection used in the present study. In this way the document data supplemented the data collected primarily through interviews. Students' home sample books were brought with them to the interviews and the researcher was able to take notes about the work in the books as well as discuss this with the students. The reason for this document analysis was to compare what the teachers were discussing as areas they had covered with what the student has evidence of learning about. The researcher was also supplied with copies of the school Social Studies policy and shown copies of teachers' planning.

Sampling Procedures

This research was carried out in an intermediate school in a provincial New Zealand city. The school has a high decile rating with children from a range of culturally diverse backgrounds. The school was chosen as the research site because the curriculum leader of Social Studies was interested in ELANZS and wanted to improve the delivery of this component. The researcher had developed a professional relationship with the curriculum leader while previously working in pre-service teacher education. We had discussed the need for this research and I had shared with her my concerns about ELANZS and problems with its implementation.

A sample is defined as any part of the research population. The type and size of the sample chosen has a direct bearing on generalisability. Within case study research internal sampling is important. These are the decisions the researcher makes within the case, such as who to speak with or when and what to observe (Bogdan & Biklen, 2003; Burns, 1994). This is an important consideration for the researcher as these decisions will ultimately affect the findings of the research. In the present study, the target students who were interviewed came from the class of the Social Studies curriculum leader. It was assumed that her class had a well structured Social Studies programme. Through this teacher's admission their class was exposed to more New Zealand based Social Studies than other classes in the school, due to her explicit intention of improving understanding of New Zealand society. This sampling decision narrowed the ability of the results to be generalised. However, by choosing this sample the researcher was able to discuss a range of Social Studies topics and issues with the students as they had a broad experience in this subject area.

The sample of teacher participants was gained through a sampling method which Delamont (2002) refers to as snowballing. This method is when the researcher make the initial contact with one participant who then refers the researcher to other participants within the school as possible contacts. In this study, a sample of seven focus teachers was gained through this method. This method was chosen as it allowed the first participant who knew the other teachers in the school to help make contact with a selection of teachers (with different teaching experience) from different syndicates in the school. A limitation of this sampling method is that it depends on the perceptions of the initial contact person and as such was a subjective method of gaining a sample unlike a random sampling method.

Likert Scales

As part of the semi-structured interview, I chose to ask a question to which responses could be gauged on a likert scale. A likert scale is a method where an attitude question is responded to using a set scale. The participant uses the scale to rank their agreement (for instance, the scale might range from strongly agree to strongly disagree) to a question (Burns, 1994). A likert scale was used to ask participants how important they thought it was to teach New Zealand contexts in Social Studies on a scale from 1 being

not important at all, through to 10 being extremely important. Participants were given the scale in written form to reflect upon while the question was asked. The advantage of the likert scale was that it easily measured participant attitudes. However, a disadvantage was that individuals may determine each category on the scale differently, and therefore one person may rate themselves an 'eight' where another person may have the same level of belief or agreement and rate themselves a 'seven'.

3.6 Data Analysis

Data analysis of qualitative data is difficult to pre-empt. Neuman (2000) suggests that qualitative data analysis is inductive and researchers rarely know how the data will be specifically analysed when they begin the study. Qualitative research does not usually document universal laws but instead builds a case with supporting evidence. Qualitative data is firstly organised by sorting into categories on the basis of themes or concepts. These themes and concepts can come from the background knowledge of the researcher on the topic and also the data itself.

Software packages can be used as tools by qualitative researchers to assist in the data analysis stage. Computer software packages are advantageous when using large amounts of qualitative data as they allow researchers to code and retrieve data in various ways. In this study, I transcribed the interviews and entered them into the software programme NUD*IST. The interview responses were then coded into the different themes as appropriate, again using the NUD*IST software. A key advantage of this software is that it allowed comments to be linked to more than one theme. For example, in response to a question about barriers to teaching ELANZS one teacher responded *"it's their knowledge base, their understanding of the concepts themselves. The fact that there are so many (*ELANZS statements*) and they are (worded) quite heavy wording"*. This one statement has identified the theme of 'teacher knowledge base' and the theme of 'the structure of ELANZS in the curriculum' and can be coded under both of these themes using the NUD*IST software.

The use of software, however, does not substitute the conceptual thinking of the researcher in developing themes and coding the material. Lewando-Hundt, Beckerleg, Abed and El Alem (1997) found that the NUD*IST software was useful as an aid and

support for qualtitative research and imposed more rigour on the researcher than manual methods as it is necessary to code each line of data.

When all the interview responses had been coded for common themes and concepts, the researcher went through all responses organised by theme (code) rather than interview number. This gave a better understanding of emerging themes and led to a second coding to identify new themes and sub-themes. Neuman (2000) labelled this form of qualitative data analysis as successive approximation. This is a cyclic method of data analysis where the researcher moves from vague ideas and evidence from the data to comprehensive analysis and generalisations.

Triangulation of Data

It is necessary to ensure the validity of qualitative research through a process of triangulation. Stake (2000) defines triangulation as a process of using "multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation" (p. 443). In the present study, the researcher ensured validity of the research findings by using triangulation in the research design. For instance, multiple sources of data were used, seven teachers were interviewed to compare and contrast their views. Talking to the students also verified teacher perceptions of content taught and evidence of this teaching through children's work samples.

Merriam (1998) also names peer examination as a method which can enhance the internal validity of a case study. This study has been subject to university supervision through the Masters of Education programme and the supervisors have commented on the findings as they emerged.

Reliability of the research has been ensured by making the researcher's objectives and focus explicit. The research methods and context have also been fully explained so the study could be replicated by other researchers.

3.7 Ethical Considerations

Ethical practices in research are necessary to ensure that researchers think through how their procedures and methods might affect those in the research population. Wilkinson (2001) suggests the core idea in research is that benefits to some do not justify burdens on others. Ethical principles make us think about how we treat others and ensure we do not burden any participants through our endeavours. Graue and Walsh (1998) state that "to act ethically is to act the way one acts toward people whom one respects" (p. 55). Ethical practice is important in any research, however, it is particularly important in educational research where children are involved who may have difficulty in realising the full implications of their participation.

This present study was approved by the Massey University College of Education Human Ethics Committee. (Protocol Number PN09/02). During the course of the research it became evident that the research would evolve with another phase. When this was apparent the researcher informed the ethics committee to obtain their consent before embarking on the new phase. This consent was subsequently given.

A number of ethical principles were considered in the design of this research study. The following section will discuss the principles of informed consent, anonymity and confidentiality, the right to withdraw and research with young students and how these principles were applied in this study.

Research with Young Students

Careful ethical consideration is needed when working with young students as they may not be able to realise the full implications of their participation in the research. Special consideration was made for the parts of this research project involving young students. Questions were asked in a non-threatening way and students were assured of the confidentiality of their responses. The researcher attempted to minimise the power relationships in the student interview situation by being on a first name basis with them rather than being referred to by a formal title.

The reality of classroom research is that it does intervene in classroom life (Alton-Lee, 2001). Any disruption must be acknowledged and minimised. To this end, I negotiated with teachers and students when it was appropriate to withdraw the students for interviews. Another consideration I made was to will explain the study to the students myself rather than request this of the teacher, as the children are in a power relationship with the teacher where compliance is valued and expected (Alton-Lee, 2001).

Informed Consent

Informed consent is not just gaining consent; it is providing sufficient information for people to choose to participate or not. When working with young students it is necessary to obtain informed consent on two fronts; from the caregivers and from the students themselves (The New Zealand Association for Research in Education, 1998). For educational research, consent must be gained in a way that informs teachers and students of all aspects of the research, and their rights as participants. Information should be provided in a way that is appropriate for the age level and their experiences. The researcher should emphasise the notion of choice to participate and individuals' right to withdraw from the study at any time.

Informed consent was gained from all participants in this study by first obtaining it from the Principal of the case school. When his permission was given, teachers and then students were approached and informed consent gained. The researcher gave each of the selected teachers an Information Sheet on the study to return if they wished to participate (Appendix 3).

All children from one class were approached to participate in the second phase of the research. I explained the purpose of the research. An opportunity was given for students to ask me questions about the study. Student participants were given an Information Sheet to take home for their parents (Appendix 4). Signatures of the child and a parent / caregiver were required in order for the student to participate. The students who returned these Consent Forms with parental permission, and who themselves consented to participate were interviewed by the researcher. 21 students returned Consent Forms from of a total of 31 students in the class. However, due to a reasonable time period between the collection of the Consent Forms and the interviews

taking place, each participant was asked before the interview if they still agreed to the interview, and to it being recorded on audio tape.

Anonymity and Confidentiality

Snook (1981) suggests that "research, if it is interesting will be quoted and misquoted, used and misused by people who have an educational axe to grind" (p. 13). His words highlight the need to protect participants in the research through anonymity and confidentiality. Anonymity provides participants in the research the assurance that they will not be identifiable. While anonymity is the ideal, O'Brien (2001) brings attention to anonymity being very difficult for the researcher to attain. He suggests that when the researcher is drawing from a small population, readers may be able to identify participants if those participants are known to them. In this case, I disclosed this possibility to the participants at the outset.

Confidentiality, however, is within the researcher's control as this refers to the researcher's actions once the information is gathered from participants. A commitment to confidentiality assures participants that the researcher will take every step possible to protect their privacy. In this study, every effort was made to keep information from the participants confidential and anonymous. Participants are not referred to by name in any notes or reports made by the researcher. The researcher used codes instead of names. However, other members of the school community may have known which students participated in the research as they were withdrawn from their class for this purpose. This limitation was explained in the Information Sheet. Information provided to the researcher was treated as confidential and not disclosed to other staff members. Care was taken in the reporting of the research not to include comments or interpretations which would make the participant identifiable by others in the research community. All Consent Forms were kept in a locked filing cabinet and disposed of on completion of the research.

Right to Withdraw

The right to withdraw is an important ethical consideration which must be shared with research participants. The researcher is only able to conduct research through being

granted permission from participants and this must be respected at all times. In the present study, all participants were informed of their right to withdraw from the study at each stage. Participants were also reminded that they were entitled to decline to answer any question.

3.8 Research Design

The *historical* inquiry phase of the research provided a review of past Social Studies curricula and Social Studies literature. This information was used to reveal some of the reasons how the ELANZS statements are difficult to interpret in *SSNZC*. This historical phase was necessary to provide a foundation on which the current research could be contextualised within the wider debates of Social Studies education.

The *case study* phase of the research aimed to ascertain teacher perceptions of ELANZS and their views of integrating this component into their classroom programmes. The tensions and difficulties in implementing the ELANZS component were also discussed (see Appendix 5). This data was collected through semi-structured interviews with seven classroom teachers.

Data was also collected through student interviews. The purpose of the student interview was to ascertain their perceptions of studying New Zealand content and triangulate the information given by teachers as to how this component was implemented with the students' answers (see Appendix 6). The researcher also asked students to show and discuss work samples from their home sample book.

These home sample books are an assessment tool which provides evidence of learning throughout the year. These work samples provided a tool for the researcher to discuss topics studied and acted as a memory aid for children to think about their reactions to these studies. The documents were analysed during the interview as questions were being asked. This step of document analysis was valuable in supporting the statements made by both student and teacher participants about what was taught about New Zealand society. These interviews lasted no more than 10 minutes and were audio taped and later transcribed by the researcher.

During the course of this case study phase, it became clear to the researcher that *one* way teachers could structure the ELANZS component into their classroom programmes was to begin the planning process *with* ELANZS. I devised a model, based around findings that arose during conversations with the participants. Together we talked about ways to give ELANZS prominence from the outset of the planning cycle. This model was subsequently trialled with one teacher participant who was planning a New Zealand focussed Social Studies unit for the following. This trial shows the researcher interacting with one of the participants in ways not anticipated at the outset of the research. Together we engaged in the process of planning in order to more clearly understand the implementation of ELANZS in context. A follow up discussion was held with this teacher to determine her perception of the model's utility.

3.9 Summary

Both historical and case study methodology have been argued to be the best research design for the questions asked in this study. This chapter has shown how historical and case study methodology have both been used in this research project with reference to methods of data collection, analysis and ethical considerations. This chapter has also discussed how validity of this research project has been attained through the processes employed in the steps of data collection and analysis. The next chapter will present the findings of the historical inquiry. This inquiry explores the development of Social Studies in New Zealand through various curricula over time. Particular emphasis will be given to the ways New Zealand content have been included as this is what has provided the foundation for the current inclusion as ELANZS.

Chapter Four

An Historical View of the Social Studies Curriculum

This chapter will explore the development of Social Studies curricula in New Zealand and the problematic place of New Zealand topics for study within these curricula. The following questions from phase one of the study will be addressed:

1. *In what ways has New Zealand content been included in past Social Studies curricula?*
2. *How and why was the inclusion of New Zealand content been problematic?*

It will be argued that the inclusion of New Zealand content has suffered in Social Studies curricula due to a number of related factors. These are the social, economic and political context, debate over the place of the traditional academic disciplines in the humanities, controversy over need for, and the nature of, knowledge about New Zealand society and last but not least; ineffective curriculum diffusion. This chapter will provide the foundation for examining the current inclusion of New Zealand content through the component of ELANZS in further depth later in the thesis.

4.1 Contextual Influences

Embedded in all curricula are wider contextual influences. Much literature on curriculum development supports Shuker's view that "social policies including education do not exist in a vacuum. Such policies collectively articulate particular views of society and the constitutions of relations within that society" (1987, p. 20). As McGee (1998) suggests, "national education policies are statements of intent. They reflect society's beliefs and influences" (p. 45). Harrison (1998) claims that education has always been viewed as a way of moulding society in New Zealand, as evidenced in the 1860s when education was heralded as a way to 'civilise' Maori. Indeed, the school curriculum in New Zealand has always been a vehicle for political interests. This is particularly evident when examining the development of various Social Studies curricula and the contextual influences present at the time of writing.

Social Studies through its very nature is inextricably linked to political, social and economic influences. *The Thomas Report* (Department of Education, 1943) introduced the subject of social studies for the first time in New Zealand. The repercussions and

impacts of the Second World War underpinned many of the suggestions expressed through *The Thomas Report*. The concern of the Thomas Committee in introducing Social Studies was largely with the creation of "better" citizens in a post-war world (McGee, 1998). McGee (1998) suggests that the need to change society, post war, was especially expressed through the proposed changes in secondary education. Thus, *The Thomas Report* was highly influenced by social factors.

One way in which the contextual factors can be highlighted throughout the development of social studies curricula is by looking at the underpinning principles and beliefs about the teaching and learning process. Beliefs about teaching and learning were changing in the post-war period, with progressive educationalists of the time, such as Dewey, focusing on the need to teach the "whole" child. Evidence of these essentially humanistic perspectives on learning is reflected in *The Thomas Report*. The report states that "such an education would aim, firstly, at the full development of the adolescent as a person" (Department of Education, 1943, p. 5). In this sense, *The Thomas Report* can be described as somewhat radical for its time.

The movement to replace the traditional disciplines of the humanities (History and Geography) with Social Studies was underpinned by a perceived need for citizenship education (McMaster, 1997). History and Geography were seen as preparation for academic careers or university study rather than as preparation to take part in society. The *Thomas Report* clearly defined the purpose of Social Studies as the transmission of citizenship. Indeed, the aims of Social Studies in *The Thomas Report* include assisting "in the development of individuals who are able to take their parts as effective citizens of a democracy" (Department of Education, 1943, p. 27). The concern for 'better citizens' led to the setting out of certain behaviours, knowledge, outlooks and values which would be learned by students as the means ensuring a better society. These purposes reflect what Barr, Barth and Shermis (1978) describe as the citizenship transmission model of Social Studies. *Social Studies in the Primary School* (Department of Education, 1961) maintains the essence of Social Studies education was education for citizenship transmission, with some concern also for social justice, as introduced in *The Thomas Report*. *Social Studies in the Primary School* states that children will be

> *helped to develop the sympathies and sensitivities, habits of thought, skills of study, and standards of behaviour that are necessary for intelligent, competent, and responsible people in our New Zealand society (Department of Education, 1961, p. 2).*

Internationally, the 1960s and 1970s saw the emergence of the 'new' Social Studies. It was this movement that led to the development of senior Social Studies through the *Social Studies Syllabus Guidelines: Forms 1-4* (Department of Education, 1977). This syllabus extended the nature of Social Studies from a sole concern with the transmission of citizenship to a view of Social Studies as a Social Science; transmitting a mode of thinking based on the Social Science models (McNaughton, 1979; Openshaw, 1996). The 'Social Studies as a Social Science' model is based on the underlying concept of Social Studies being a means to develop future citizens who have learnt the ways of thinking like social scientists (Barr, Barth & Shermis, 1978).

SSNZC follows the reflective inquiry tradition of Social Studies. This present document reflects the processes of making rational, considered and well thought out decisions which are important for citizenship (Barr, Barth & Shermis, 1978). The assumptions about teaching and learning in Social Studies which have influenced this curriculum are primarily social constructivist theories. Social constructivism is underpinned by the idea that knowledge is constructed by learners through interactions with others. Palinscar (1998) defines the social constructivist view of learning and understanding as inherently social. Palinscar (1998) also notes the integral nature of cultural activities and tools to conceptual development in a social constructivist approach. Barr (1999) asserts that *SSNZC* makes it clear that understandings are constructed by learners rather than prescribed by teachers. *SSNZC* encourages active participation through the processes of inquiry, social decision making and values exploration.

The first Social Studies curriculum in New Zealand to incorporate all levels from year one to thirteen, *SSNZC*, was officially released by the Ministry of Education in October 1997. *SSNZC* was a part of a major restructuring in Education following the release of *The New Zealand Curriculum Framework* (Ministry of Education, 1993a). Roberts states that "debates over changes in school curricula frequently provide a window from which to view larger political battles" (1998, p. 29). This is particularly true of the

political and economic battles which can be highlighted by looking at the development of SSNZC in the early nineties. The major underlying force in New Zealand in the early nineties (known as neo-liberalism) became highly influential throughout curriculum reforms. The neo-liberal reforms in the early nineties affected more than education. Changes in other spheres such as welfare and enterprise were also occurring as part of this paradigm shift in governmental policy. Education became structured through a market place model whereby education was seen as a commodity "something to be 'provided', 'traded' and 'consumed'" (Fitzsimons, Peters & Roberts, 1999).

The examples discussed above from various Social Studies and Social Science curricula serve to illustrate how contextual influences impact upon curricula and reinforce the view that political, economic and social considerations have underpinned the New Zealand curriculum since at least 1877 (Lee & Lee, 1992, cited in Lee & Hill, 1996).

4.2 Traditional Academic Disciplines Versus Social Studies

Social Studies in New Zealand is still considered a relatively new curriculum area, despite being present in some form for nearly sixty years. The following table (4.1) shows the main Social Studies curriculum developments in New Zealand which will be discussed throughout this chapter.

Table 4.1 Timeline of Social Studies Curricula in New Zealand

Social Studies Curricula **A Timeline**
1942 - *The Thomas Report* Introduced Social Studies into New Zealand secondary schools
1947- *Syllabus of Instruction for Primary Schools* Introduced Social Studies into Primary Schools
1961 - *Social Studies in the Primary School*
1976 - *Social Studies Syllabus Guidelines: Forms 1-4*
1981- *Supplement to the Education Gazette: Social Studies in the Primary School*
1993 - *The New Zealand Curriculum Framework*

upcoming curricular reforms as the subject had not developed its own clear subject boundaries. Even as late as 1992, fears had been expressed that Social Studies would cease to be a subject in new curriculum developments (McGee & McGee, 1992). However, the inclusion of Social Sciences in *The New Zealand Curriculum Framework* sealed the position of Social Studies in New Zealand schools as an essential learning area. This inclusion changed the focus of the debate to what should be included; establishing the content knowledge and structure of Social Studies.

4.3 The Place of New Zealand in Social Studies

Prior to the emergence of Social Studies, the disciplines of Geography and History did include learning about New Zealand. New Zealand studies were limited, however, with emphasis placed upon the importance of Britain and the British Empire as the 'mother country', in part due to the lack of readily available New Zealand texts. The 1919 New Zealand History Syllabus for primary schools reflected the prevailing belief of the time that New Zealanders' true identity was British (Openshaw & Archer, 1992). New Zealand was a relatively young country relying heavily on Britain in terms of mandated curriculum. In 1929, still under the shadow of World War I and the dawning of the Great Depression the History syllabus introduced specific New Zealand contexts for study. "New Zealand history and stories connected with the life of the Maoris [sic] have been introduced into the syllabus for the first time" (Department of Education, 1930, p. 264). This syllabus also emphasised the place New Zealand held in the Empire and the need for advancement for both New Zealand and the Empire, as well as stressing the importance of the League of Nations (Department of Education, 1930).

The Thomas Report likewise continued a dual emphasis on studying New Zealand and the world. In this document it is noted an emphasis is placed on the peoples of the British Commonwealth as well as the historical background of Britain and New Zealand in addition to the history of western civilisation. (Department of Education, 1943).

The 1961 syllabus document had a prominent focus on studies about New Zealand. The syllabus intended to balance content of the past with the present as well as New Zealand with other places. The syllabus focused on children understanding their own world in order to understand people of other places. For instance, in the introduction, it is stated

1994 - *Social Studies in the New Zealand Curriculum Draft*

1996- *Social Studies in the New Zealand Curriculum Revised Draft*

1997- *Social Studies in the New Zealand Curriculum*

The introduction of Social Studies in New Zealand secondary schools occurred through *The Thomas Report*. This was followed by the *Syllabus of Instruction for Primary Schools* (Department of Education, 1947) which also included Social Studies. Prior to this syllabus, the studying the humanities in New Zealand primary and secondary schools had been separated into the traditional academic disciplines, or subjects, of geography and history. The separation of the Social Sciences into separate academic disciplines in secondary schools suited the examinations method of assessment of the time for School Certificate. It was important in the design of School Certificate that the knowledge to be assessed through examinations was specific and easily accessible. Meikle (1960) criticised the practices of teaching for examinations rather than providing a true Social Studies course.

> *School certificate dominates our schools today as University Entrance did before 1944. Schools that honour the spirit and content of the Social Studies recommendations have to compete in School Certificate with those whose pupils' so-called Social Studies time has been almost entirely devoted, at least from Fourth Form, to packing in geographical and historical information drawn only from the School Certificate prescriptions (Meikle, 1960, p. 12).*

In 1976 the curriculum document *Social Studies Syllabus Guidelines: Forms 1-4* (Department of Education, 1977) was officially approved for general use in schools. These guidelines attempted to cross the divide between primary and secondary schools so as to give a more cohesive programme for children's learning. This was a difficult task because of significant differences in primary and secondary pedagogy, and attitudes towards Social Studies. Many secondary teachers at this time were still calling for a return to traditional academic disciplines (McNaughton, 1979).

The debate of the 1990s also echoed past debates, due to the fact that Social Studies was still struggling in some circles to become an established subject in New Zealand. There were fears amongst supporters that Social Studies would be disestablished in the

that "children need a rich and well assimilated experience of their own community if they are able to interpret books... of people in other places" (Department of Education, 1961, p. 5). All levels of this syllabus had clearly stated broad questions which allowed teachers to delve into investigations about New Zealand society with children. Whether teachers did delve into inquiries about New Zealand society is another matter. Writers at the time, such as Gorrie (1963) suggested that few teachers led investigations into society well. Instead, it tended to be the same topics year after year. It is also suggested in this syllabus that it would not be sensible for teachers to teach the "Maori topic" each year as this would be "unprofitable repetition", whereas other sections may all be taken each year (Department of Education, 1961). This comment suggests a perceived hierarchy to the nature of knowledge of New Zealand. The "Maori topic" was ascribed far less importance to other knowledge included in this syllabus. Whereas, the *Social Studies Syllabus Guidelines: Forms 1-4* based contexts for each year level around a theme and within this theme some New Zealand contexts are suggested. The document does not specify the quantity of learning about New Zealand these decisions are left to the teacher.

The 1961 Syllabus remained merely a pipedream without full implementation, hence in 1981, a supplement to the 1961 syllabus was released in the *Education Gazette*. This supplement changed the focus of Social Studies to how people think, feel and act. The contexts, content and topics for teachers to select from were widened and it encouraged a New Zealand emphasis. For instance, "The European, Maori and other cultural heritages in New Zealand should be effectively covered in the programme, as well as the heritage of cultures of other parts of the world" (Department of Education, 1981, p.3). The supplement includes studies of Maori in contemporary situations as well as in the past. Possibly a reason for this was the growing Maori urbanisation in the late 1950s early 1960s (Walker, 1997). The supplement also allocated that Pacific Island and other NZ cultures should be included in the programme. These changes demonstrate that the 1981 supplement was, therefore, adapting to reflect the changing dynamics of New Zealand society and updating past curricula to include New Zealand society in its contemporary form.

The Curriculum Review of 1984 was to be significant for learning about New Zealand in Social Studies. The review involved consultation with the New Zealand community

about educational issues. It was claimed in *The Curriculum Review* that learning about New Zealand should be a high priority. This learning included the history and cultures of people in New Zealand society, New Zealand's place in the world and our European, Maori and Pacific heritages (Department of Education, 1987). The resulting report from this review stated that the culture and heritage of New Zealand was knowledge which was basic to the New Zealand curriculum. *The Curriculum Review* made the recommendation that "the school system presents a balanced view of the historical development of this country and the Treaty of Waitangi" (p. 41). This emphasis on teaching about New Zealand was to become an important influence upon the Social Studies curriculum development to follow.

The early 1990s saw some Social Studies writers express the need to more fully address Social Studies in curriculum developments. McGee and McGee (1992) argued the need to establish the structure and content knowledge of Social Studies as a clear model had failed to emerge in any Social Studies curricula to date. Alongside this discussion, arguments were also expressed for ensuring studies about New Zealand's past and present were included in this new model of Social Studies (Graham, 1990; McGee & McGee, 1992). Graham (1990) expressed concern that evidence of the teaching of New Zealand's heritage was non-existent in New Zealand schools and teacher education courses. *The New Zealand Curriculum Framework* indicates an intention to include greater emphasis on studies about New Zealand society in Social Studies and specifies the learning contexts this emphasis will take.

> *An emphasis will be placed on learning about New Zealand society. This will include an understanding of the Treaty of Waitangi, and of New Zealand's bicultural heritage and multicultural society ... Students will develop an awareness of New Zealand's place in the international environment ...They will study New Zealand histories, including Maori perspectives ... They will gain an understanding of economic activities, including those important to New Zealand, such as agriculture, forestry, fisheries and tourism, and an awareness of New Zealand's dependence on marketing and trade (Ministry of Education, 1993a, p. 14).*

However, while these learning intentions are stated, they are stated in a fairly vague and non threatening manner. Phrases such as "gain an understanding" and "develop an awareness" leave a lot of room for interpretation which perhaps contributed to the increased debate when the Draft Social Studies Curriculum statement was released to

the public. Carryer (1993) suggests that the outlining of this direction for Social Studies in New Zealand had been influenced by previous misinterpretation of Social Studies as being about other peoples, cultures, or countries. *The New Zealand Curriculum Framework* has taken heed of the concerns that Social Studies lacked content about New Zealand's heritage and suffered from misinterpretation, to establish a specific inclusion of studies about New Zealand society.

Social Studies in the New Zealand Curriculum Draft (Ministry of Education, 1994) included 'Learning about New Zealand' through four cross strand perspectives. These were "the unique nature of Aotearoa / New Zealand society, New Zealand's relationships with the Pacific, New Zealand's relationships with Asia and New Zealand's place in the global community" (p. 7). It was suggested that these areas be given emphasis in contexts and learning activities. A section on Maori perspectives was also included in the draft under the heading cultural inclusiveness (Ministry of Education, 1994).

After much Social Studies debate and two draft versions of *SSNZC* a position paper was commissioned for the writers of the curriculum. *A Position Paper: SSNZC (*Barr, Graham, Hunter, Keown, & McGee, 1997) emphasised the importance of studies about New Zealand being included within the Social Studies body of content. "In New Zealand, Maori, Pakeha and Pacific Island cultures should be emphasised, as well as the function and importance of heritage" (p. 6). This reinforced the importance of studying about New Zealand which had been outlined in the *NZCF*.

In the final and mandated version of the Social Studies curriculum for schools, *SSNZC* has followed through on the recommendations from the position paper and the *NZCF* and opts for an emphasis on New Zealand society.

> *In New Zealand schools, Social Studies programmes emphasise learning about New Zealand peoples, cultures, and groups in various time and place settings. Such learning includes the development of understandings about the Treaty of Waitangi, of New Zealand's bicultural heritage, and of the multicultural nature of our society (Ministry of Education, 1997, p. 7).*

Again, the above statement is vague and open to interpretation. *SSNZC* does go one step further by developing the content which students should learn about New Zealand

into a set of 19 statements which are labelled as "Essential Learning about New Zealand Society" (Appendix Two). However, these statements also suffer from curriculum writers attempting to appease the majority by remaining non-specific. While the inclusion of New Zealand contexts in the manner of ELANZS is a direct result of the debate over Social Studies in the 1990s, and consistent with foci on national heritage found in Social Studies curricula in other countries, the nature of this inclusion presents implementation issues for teachers. These implementation issues will be discussed in Chapter Four.

4.4 Controversy and Debate

Social Studies, by its very nature, is contestable. The main focus of Social Studies is human society with an underpinning principle of citizenship. This focus means that the curriculum needs to balance flexibility to meet the needs of a changing society and diverse communities with the national prescription of key themes, issues and content.

Developing a new Social Studies curriculum in the 1990s proved to be problematic. Social Studies was seen as a learning area with potential for teachers to indoctrinate children, in addition Social Studies was perceived as not having a defined body of content or pedagogical knowledge unlike subjects such as Maths, English or Science. Many interest groups, therefore, felt they had to have a say on what should be included in Social Studies. The ensuing debate highlighted the problems which arose once it was accepted that children did have a right to know about their history. The question became what knowledge should be prioritised, and this was answered differently by groups and people with different interests. Consensus about what was most important was difficult as priorities differed.

Debate over the first draft Social Studies curriculum was widespread. Members from all corners of society came forward to give their opinion, whether this be by writing a submission, airing their views through popular media of talkback radio, or newspaper columns. The process of curriculum development was now a lot more transparent and there were more opportunities for debate where these opportunities had been limited in the past. One of the most prominent submissions on the draft was *SSNZC: A Submission on the Draft* written by the Education Forum (1995). This submission was

highly critical of the way New Zealand studies were included in the curriculum. It was argued by the Education Forum that the draft neglected the importance of New Zealand's European heritage on our political systems. The draft's inclusion of Maori perspectives was criticised as it did not allow for diversity among Maori in their viewpoints and there was thus a danger of over stereotyping Maori in the curriculum. The recommendation that the subject of Social Studies be abandoned completely and called for a return to the traditional history and geography was made which echoed the long standing debate on the place of Social Studies.

One of the key issues, which arose in the debate, revolved around the notion of what content knowledge should be included in the subject of Social Studies. More specifically this included the nature of knowledge about New Zealand. The draft had a bicultural focus and a rich Maori perspective. Concerns were expressed that the first draft did not develop enough understanding of New Zealand's European culture and heritage including the role of Britain in New Zealand's history. Lockstone (1996) criticised the draft as ill preparing students for society in their historical understandings. He claimed this document would give students a fragmented history and they would learn "nothing of his own history if he is European or British" (p. 150).

The large number of submissions resulted in an unprecedented complete re-write of the draft curriculum document (Hunter & Keown, 2001). *SSNZC Revised Draft* was released (Ministry of Education, 1996) which distinguished between 'learning about New Zealand' and 'settings beyond New Zealand' (p. 15). It was stated that "all students will investigate and understand aspects of New Zealand, studying current information about their country" (p. 15). There were 13 statements of essential learning which the achievement objectives would develop students knowledge of (Appendix One). A bicultural perspective was again included, however this time it was listed as a 'bicultural perspective' (p. 29) rather than as 'cultural inclusiveness' (p. 19). The term 'Pakeha' was subject to considerable debate and was deleted from the revised draft, but reinstated as an option in the final mandated version of *SSNZC*.

The release of the revised draft still caused debate and controversy. McMaster (1997) accused the S*SNZC Revised Draft* as having attempted to appease all sectors of the community by treading a middle line when defining New Zealand society, which

ultimately pleased no one. The Education Forum (1996) again made a submission, still calling for the total abandonment of Social Studies. Criticism was made of the neglect to emphasise the importance of British heritage, rather than the more general Europe, in the learning about New Zealand society section.

With still much debate after the release of the revised draft curriculum developers sought the advice of Social Studies academics, commissioning a position paper on the nature of Social Studies in New Zealand with reference to current theory, research and practice both in New Zealand and internationally. The purpose of this report was to clearly define both the structure and content of Social Studies.

When New Zealand contexts entered the curriculum in greater depth in SSNZC the potential for controversy increased, hence we find this material couched in general and non specific language. In turn the non specific language leads to difficulties for implementation, as Eisner (2000) pointed out below.

> *What members of the field of education in general and curriculum in particular have increasingly come to realise is that given a competition between the general and the particular, the particular will win every time (p. 354).*

4.5 Curriculum Diffusion

Print (1993) suggested that any curriculum development must work through the process of curriculum diffusion; the process of moving the curriculum material into the work of teachers. Likewise, Eisner (1979) suggested that this is a crucial step in actually bringing about the intended change.

It has been claimed that *The Thomas Report* largely failed in its attempt to restructure secondary education (Whitehead, 1974). Certainly *The Thomas Report* failed in its attempt to introduce Social Studies, because many teachers still supported the traditional notions of academic disciplines over the citizenship based Social Studies. Whitehead (1974) suggests the Department of Education itself attributed the failure of *The Thomas Report* to its own failure to 'spread the word' by preparing teachers for the changes or assisting them in implementation. This is certainly a valid attribution with the first in-service course in Social Studies being held in 1959, fifteen years after the appearance of

The Thomas Report. This type of professional support should not be underestimated in the development of Social Studies as a subject in schools.

Another practical problem encountered after the release of *The Thomas Report* was a shortage of suitable resource material. The challenge to traditional views also proved problematic. The introduction of Social Studies as an integrated course of study was controversial. As discussed earlier in this chapter, many in the education field, especially historians and geographers, thought Social Studies threatened the academic disciplines of History and Geography. Whitehead (1974) suggests that there was strong opposition to Social Studies as a viable concept from the outset.

Teachers implemented the 1961 syllabus more effectively than its predecessors of the 1940s. Where earlier Social Studies curriculum development had failed in the step of curriculum diffusion through being too brief and non-specific, the 1961 syllabus attempted to provide more guidance to teachers on appropriate teaching strategies for Social Studies through the publication of *Suggestions for Teaching Social Studies in the Primary School* (Department of Education, 1962).

The step of curriculum diffusion cannot be under estimated in the success of any Social Studies curriculum development. The effectiveness of this step in relation to *SSNZC* and the component of ELANZS will be examined as part of Phase Two in this research project and discussed in Chapter Six.

4.6 Summary

This chapter has discussed, through historical inquiry, the development of Social Studies in New Zealand and how this development has impacted on the teaching of New Zealand contexts. It has been shown that a number of factors and tensions have contributed to New Zealand contexts being included in Social Studies curricula in a way which creates difficulty of interpretation for teachers. The findings of the case study

phase of this research further define this difficulty found with ELANZS. These findings are reported in the following chapter.

Chapter Five

The Trouble with ELANZS

This chapter presents the findings constructed through interviewing teaching staff and students at the case school as well as looking at samples of students work from their home sample books. The following themes emerged from the data: a lack of knowledge about New Zealand society, that learning about New Zealand was perceived as important, and that teachers did not use ELANZS in their planning for social studies. The data will be described in relation to these themes throughout this chapter.

5.1 A Lack of Knowledge about New Zealand Society

Student Knowledge

All seven teachers expressed concern over the state of students' knowledge about New Zealand society. This concern reflected that of recent National Educational Monitoring Reports in Social Studies (Flockton & Crooks, 1998; Flockton & Crooks, 2001). Some teachers lamented the lack of understanding of students' concepts about New Zealand and felt that their understanding had declined over their time teaching. The following extracts highlight the teachers perceived view of the level of student understanding.

> *I have been teaching the kids about the government over the past week and I have got kids that think that George Bush has something to do with the hierarchy of how things work in New Zealand. They talk about our president. I was talking about how our school worked and the kids talked about the city council. They really don't have any idea of basic understanding of how things work in New Zealand and little knowledge about New Zealand.*
>
> *Teacher 3*

> *A lot of the kids don't know about their heritage and their history, not talking about going back several hundred years they don't even know things that happened 20 years ago. With the commonwealth games at the moment you mention someone like Peter Snell and half of them go 'what'...I'm sure when I was their age, I suppose they were around at my time, but I think we were more aware of our history and especially in people, famous people.*
>
> *Teacher 4*

However, despite an apparent decline in content knowledge, the students were generally positive towards learning about New Zealand. Students gave reasons indicating it was important and interesting to learn about New Zealand. Some students identified New Zealand topics as the topics they liked to learn about within their Social Studies programme. Many students mentioned historical New Zealand topics as being the most enjoyable, as the following extracts show.

> *We live in New Zealand and we should know about where we come from.*
>
> *Sarah, Year 8*

> *It is fun learning new things, like about Maori people and New Zealand settlers.*
>
> *Tom, Year 7*

Only one child expressed a specific interest in places other than New Zealand when asked what she enjoyed learning about in Social Studies.

> *I like foreign countries' history, like Germany, France and England.*
>
> *Rebecca, Year 8*

Teacher Knowledge

Most teachers found New Zealand topics easy to teach. However, in some cases the need to improve their own knowledge base as a part of that teaching was identified as important. The following two extracts from interview transcripts show the awareness of some teachers that they need to improve their New Zealand knowledge.

> Interviewer: *Do you find it easy to teach New Zealand topics?*
> Teacher 1: *Yes, more easy as time goes on as I become up skilled myself because I am doing it.*

> Interviewer: *Do you find it easy to teach New Zealand topics and contexts?*
> Teacher 3: *Yes. As long as I gather the information [first] because I don't have a very good general knowledge. I am not extremely well educated myself. I left school at 15 and I don't have a good base system to hang things on and I find everything I teach I need to research myself. The things I learnt at Teachers College I find really useful.*

Some teachers identified that they had major gaps in their knowledge of New Zealand society. However, they saw this as easy to overcome by learning alongside the students. Teachers viewed their knowledge and confidence in teaching about New Zealand as growing when they taught these topics, as discussed by two teachers.

> *[For] the Treaty of Waitangi my own knowledge was a little bit limited but because I have taught it a couple of times I know a lot about it.*
>
> *Teacher 5*

> *I personally think of things, particularly Maori things, where I don't have the background knowledge then I would find that difficult. Perhaps sometimes we are scared away from that because you know that background knowledge you don't have enough of ... I just don't have that background knowledge so yeah, worrying that I want to do it right because it is a really important part and it has to be taught right.*
>
> *Teacher 6*

One teacher identified the need to also have flexibility to present different perspectives on New Zealand topics.

> *I guess as long as I have a free run. I don't like teaching totally prescribed views on things. I would prefer to have open discussion and kids come up with their own view of things.*
>
> *Teacher 2*

5.2 The Importance of Studying ELANZS

The teachers placed the importance of studying about New Zealand at 7 or above on a scale of one being not at all important and 10 being extremely important.

> *9 ...definitely important because you can't learn about the world unless you know about yourself and your country.*
>
> *Teacher 3*

> *7...I think it is one of the more important things but it depends what aspect you are looking at.*
>
> *Teacher 4*

This importance was in some cases reflected in the decisions teachers made about including New Zealand society, and comparing New Zealand studies to settings beyond New Zealand, as one teacher discussed.

> *We have looked at children at work, the way that like slave labour and stuff, not specifically in New Zealand, but you relate it back to how that sort of stuff comes to New Zealand.*
>
> *Teacher 7*

However, in some cases this perceived importance did not necessarily translate into studying topics about New Zealand in any depth as highlighted by Teacher 6.

> *I think it is very important,* (circles number 10 on the sheet) *but we haven't done very much at all.*
>
> *Teacher 6*

Most children interviewed expressed the view that it was important for them to learn about New Zealand. However, this was not always seen as something of immediate concern, rather something the children thought they should know as adults, as two students expressed in their interview transcripts.

> Peter: *It could be (important) as you grow older.*
> Interviewer: *You don't think it is that important at the moment?*
> Peter: *No.*
>
> *Peter, Year 7*

> *It is important for the future. If you want to have a job, be an archaeologist or something then you need to learn about Maori history.*
>
> *Steven, Year 8*

5.3 Teaching of ELANZS

When asked about the requirements of *SSNZC* teachers firstly mentioned the strands. The strands were teachers' initial response to the compulsory part of the Social Studies curriculum. A few teachers then went on to mention other parts of the curriculum such as the processes or ELANZS. When asked what first came to mind as being ELANZS, teachers tended to think of history and culture, as illustrated by two extracts from the interview transcripts.

I see it more so as focussing on Maori culture in pre-European times, everything that is significant to New Zealand.

Teacher 5

It's the things that are actually specific to New Zealand. It is putting the focus on us, it's the geography, some of the history, I suppose the sociological issues ... the multicultural nature plus the bicultural things.

Teacher 2

Teachers had a good idea about the nature of the ELANZS component and the aspects it incorporated. This could have been due to an in-school staff development run by the lead teacher of Social Studies in the previous year. Some of the teachers made mention of this staff development being the reason they were aware of the ELANZS statements, as was expressed by one teacher.

We had a bit of a Social Studies meeting, I think last year, and we read them and studied them and we put down the side what they were and where they came under (which strand) *... definitely I would look at that knowing from that meeting where it came into. But before that I wouldn't have.*

Teacher 6

However, further responses showed that this knowledge of ELANZS did not substantially impact upon their planning or teaching of Social Studies.

Planning Consideration

The teachers spoke of a variety of different approaches in using the ELANZS statements throughout the planning process. These responses ranged from not using or addressing them at all, to beginning with the ELANZS statements in the planning process. The following interview transcripts highlight the approach of not using the ELANZS statements at all.

Interviewer: *When you plan a unit how would you approach this page (*ELANZS on page 23 of *SSNZC) in the document?*
Teacher 5: *When I am planning? ... I don't*
Interviewer: Would you come back to it after you have planned a unit?
Teacher 5*: No, I don't.*

It seems to be a 'clip on' when you are planning, you do the strand thing and the processes and your setting and perspectives and then you think gee I better go back and have a look at those ELANZS

Teacher 1

Coverage of ELANZS

Coverage of the ELANZS statements was more of a check listing type exercise and teachers often referred to "touching upon" the statements rather than specifically teaching to include this material. Often what has been referred to as touched upon was a superficial coverage as part of meeting other curriculum requirements rather than an in-depth study where the ELANZS statements had been unpacked or fully understood by teachers.

The following table (5.1) shows the coverage of ELANZS as given by the teachers.

Table 5.1 Coverage of ELANZS

	ELANZS Statement	Covered	Touched Upon	Not Covered
1	Maori migration, settlement, life, and interaction in various areas of New Zealand over time.	3	1	3
2	The subsequent migration, settlement, life and interaction of British and other cultural groups in various areas of New Zealand over time.	4	1	2
3	The effects of colonisation for Māori and Pākeha.	3	2	2
4	Māori culture and heritage and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems	2	0	5
5	European cultures and heritages and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems.	4	1	2
6	Perspectives of tangata whenua as these affect contemporary systems, policies, and events.	2	0	5
7	The Treaty of Waitangi, its significance as the founding document of New Zealand, how it has been interpreted over time, and how it is applied to current systems, policies and events.	4	1	2
8	Characteristics, roles, and cultural expressions of the various groups living in New Zealand.	1	3	3
9	Major events in New Zealand's history.	4	1	2
10	People in New Zealand's history.	5	1	1
11	The physical environment of New Zealand and how people interact with the landscape.	4	2	1
12	Changing patterns of resource and land use.	3	0	4
13	Changing patterns of economic activity and trade.	1	4	3
14	The origins, development and operation of systems of government and law, of the franchise and of local and national democratic institutions	4	1	2
15	The nature and organisation of paid and unpaid work.	2	1	4
16	The development over time of New Zealand's identity and ways in which this identity is expressed	1	1	5
17	The location and significance of important natural and cultural features of the landscape.	6	0	1
18	Current events and issues within New Zealand	7	0	0
19	New Zealand's participation in significant international events and institutions and its possible role in world affairs in the future	3	4	0

Table 5.1 shows that teachers in the case school are covering a range of ELANZS statements in their teaching. However, most comments showed this coverage was limited by other factors and often this learning was identified as being incidental or touched upon rather than a specific and planned for part of the programme. Upon reflection, some teachers were surprised with how many of these ELANZS statements had been touched upon incidentally throughout their school or classroom programme, rather than purely through planned Social Studies learning experiences. However, it is likely that teachers would have been keen to indicate they had covered each statement in the interview situation. Thus, the results may not accurately reflect what is being taught in depth in the classroom social studies programme. As the following quotes show, teachers were indicating they had covered the statements if they had included them in any way incidentally.

> *So we are covering heaps of this stuff ... without even knowing it.*
>
> *Teacher 5*

> *I must admit I haven't read them this year. I've probably looked at the folder and document but not the details at this stage. But in doing what we've been doing, we have sort of covered those things anyway. It is not too hard.*
>
> *Teacher 4*

Significant gaps appear to be ELANZS statements 8, 13, and 16 where only one of the seven teachers interviewed has identified these as being specifically covered in the classroom programme.

Topic Choices: Teacher Views

Teachers identified a range of New Zealand topics that they had taught over the past year. These topics included:

- *Norway to Norsewood (immigration of Norwegian settlers and the establishment of the Norsewood settlement)*
- *Wellington*
- *ANZAC Day*
- *Waitangi Day & The Treaty of Waitangi*
- *Early interactions of Maori and Europeans*
- *Children at Work in New Zealand*

- *Commonwealth Games*
  New Zealand Census
- *How Maori pass down information and knowledge*
- *Marae Protocol*
- *Maori Legends*
- *Flax*

Some teachers mentioned that the students identified New Zealand topics as boring or were prejudiced against particular New Zealand topics. Reasons offered for this were either due to their parents not valuing New Zealand topics or because "favourite" topics, such as the Treaty of Waitangi, were repeated across the school. The following transcript extracts show the students attitudes, as perceived by the teachers.

> *Kids don't like doing "the Maoris" because they do it every year ... You've just got to mention the Treaty of Waitangi and they go cold. I think that is some parental prejudice coming through perhaps.*
>
> *Teacher 5*

> *I think they can be persuaded but their knee jerk reaction is 'its boring, we've done this.*
>
> *Teacher 2*

Topic Choice: Student Views

Despite teachers' concerns, students felt they studied the right amount of topics about New Zealand in their classroom with 4 out of 21 students wanting to learn more about New Zealand. These feelings were conveyed in the following quotes.

> *It depends on what we learn. If we do the Treaty of Waitangi, then it is too much because we do the same thing every year. Then there are things we do to little of and there are things you want to find out but you can't find it.*
>
> *Kate, Year 8*

> *I would like to learn more about Palmerston North and Palmerston North's background because I live here.*
>
> *Coby, Year 7*

> *I would like to learn more about Maori culture and language... it seems interesting, not many people know about the culture and have followed it.*
>
> *Richard, Year 8*

Students identified different topics they enjoyed. Often the activity rather than the learning was remembered. The activity itself determined whether students enjoyed or disliked the topic or unit. Thirteen students identified a field trip as the most enjoyable aspect of their study; three of these students convey this enjoyment.

> *(I liked) Norsewood, because you got to got to the place, the cheese place, and see how they made it.*
>
> *Sarah, Year 8*

> *The ones where you just get a sheet of paper and it has the questions on that you have to explain. I don't like those ones; I find them quite hard, especially if you can't remember some of the things.*
>
> *Lee, Year 7*

> Greg: *The Norsewood family tree was boring. You didn't know what they did, you just got their names and had to put them into a line.*
> Interviewer: *What would you have rather done?*
> Greg: *A research on a couple of the people rather than just having a name.*

The students were asked to show and discuss with me samples of their work from their "home sample book". Seventeen of the students' attitude to the topic reflected the *length* of the home sample which they had to do. Students seemed to dislike doing the home sample work, where a lengthy home sample requirement correlated with a negative feeling towards the learning as highlighted in the following extracts.

> *(I didn't like) the Wellington topic. It was very very long [child shows me the length of the home sample requirements].*
>
> *Hannah, Year 7*

> *(I liked) Norway to Norsewood because it wasn't that you had to write pages and pages.*
>
> *Peter, Year 7*

A great variation was seen in student attitudes to the work they had done earlier in the year on the Treaty of Waitangi. Some students expressed an interest in this where others felt it was repetitive or boring due to the repetition of this topic over preceding years. These different attitudes are reflected in the quotes featured below.

> *It was good, we learnt heaps. I hadn't studied it before, it was really good.*
>
> *Coby, Year 7*

You already know about it. It is boring to do the same thing every year. We do the same thing every year and you have to write the same thing every year.

Kate, Year 8

We do it every year because our teacher seems to think because of Waitangi Day and ANZAC Day those things are pretty important.

Max, Year 8

Integrating ELANZS

The ability of the ELANZS statements to be integrated throughout the classroom programme was highlighted by all teachers, especially in relation to current events, as expressed by two teachers.

Some of it comes through just your current events – whatever is going on there... sometimes it is not totally intentional, planned, but it comes from children's discussions and in the back of your mind that is always there that they should know about their country more than anywhere else.

Teacher 2

Opportunities present themselves in unexpected ways and you always have to be ready ... these are quite subtle things sometimes.

Teacher 3

5.4 Barriers to implementing ELANZS

Time to teach ELANZS

Time was identified as a major barrier to including studies about New Zealand. Indeed, a lack of available time was identified as a factor for teachers across all curriculum areas, not just in the Social Studies area. These concerns are highlighted by the extracts below.

There isn't enough time in the curriculum to do much more than what I do. That's my big difficulty.

Teacher 3

I just don't find the time when New Zealand is involved in some major meeting that I find the time to capitalise on that because we have to keep going with everything else.

Teacher 6

I tend to make the time because I like doing it ... but time would be a big factor for a lot of teachers.

Teacher 1

Controversial Topics in ELANZS

Teachers varied in their approach to potentially controversial topics about New Zealand. Three of the teachers interviewed were quite comfortable raising these issues in their class, whereas other teachers preferred to either take a middle line or avoid controversial issues altogether. Five teachers felt that at this level (Year Seven and Eight) students were able to engage with controversial topics. The range of teacher approaches are highlighted in the varying extracts below.

I like to do issues, so I do it all.

Teacher 1

You just have to teach the facts. You could probably spark off some good conversation by putting your opinion across but it's not good teaching.

Teacher 4

You don't want to do it in a way that is either wrong or you do something insulting, and it's just because you don't know. If you did know then you would know where to go and not to go. You just feel a bit worried about how to do it.

Teacher 6

Level Appropriateness

Six of the teachers felt that these statements were suitable for teaching at this level (Year Seven and Eight). Teachers commented that the statements could be simplified or made more complex for delivery at different levels of sophistication, as expressed by the teachers transcript extracts below.

I think any of these could actually be taken, it depends on the level of simplification that you present them with.

Teacher 5

You can look at any of them just at an easier level and then you just complicate it as they get older ... I don't see any of those which would be un-teachable to this level.

Teacher 2

Resources for ELANZS

Five of the teachers identified the lack of resources available on New Zealand topics as a possible barrier to teaching about New Zealand. However, some teachers commented that resources had improved in recent years, as the following extracts show.

They are improving... a while ago, say five years there was nothing.

Teacher 1

You have to be a bit innovative, there are some good [sort of] photocopiable ones around but for a lot of it you have to search.

Teacher 2

Not a lot on Maori stuff. If there is it is pretty dated ... I haven't come across a kit yet where I haven't had to go looking for anything.

Teacher 7

One teacher also commented that with some issues she would like to feel better prepared and have background knowledge about the topics before she brought them up in the classroom. The teacher felt that if there were published resources to support particularly Maori issues she would use these and feel more confident in her own knowledge. This teacher commented that she would like to know that what she was reading was "right", as shown in her interview transcript below.

Interviewer: *Do you think they need better resources?*
Teacher 6: *Particularly on those issues [Maori issues], I mean it sounds silly but I imagine there are a lot of people who don't know about those sorts of things ... even if there were good resources about it and then you could do a bit of reading about it. You'd know what you were reading was right... otherwise you don't go there.*

5.5 Summary

The interview transcripts revealed themes of importance to the delivery of ELANZS in New Zealand schools. The tensions presented by a lack of knowledge about New

Zealand society and that teachers did not use ELANZS in their planning for social studies was a contradiction to the fact that learning about New Zealand was perceived as important. The following key themes will be further explored in relation to literature in Chapter Six; a perceived lack of knowledge about New Zealand Society, the shortcomings of the current Social Studies curriculum structure and the applicability of much New Zealand based content to students' everyday lives.

Chapter Six
Discussion

Many factors have emerged throughout this study as prominent in impacting on the teaching of ELANZS. These factors included lack of student and teacher knowledge, time constraints, appropriate resourcing, the use of ELANZS primarily as a checklist, the avoidance of controversial New Zealand issues and the nature of ELANZS being inaccessible to teachers. These factors combine to create a confused, inconsistent and usually surface and repetitive approach to the teaching and learning of New Zealand content. However, it was found that learning about New Zealand was perceived as important by both teachers and students, suggesting that this is an area that should be improved both in policy and in practice. This chapter will discuss these issues and factors in relation to previous research and theories. It concludes with the argument that if the teaching and learning of ELANZS is to improve, as teachers' perceive it should, teachers will need professional guidance and quality New Zealand focussed resource material.

6.1 Developing a Knowledge Base about New Zealand Society

Student Knowledge

The teachers' perception of students' lack of knowledge about New Zealand society was a significant finding of this study. The National Educational Monitoring Project (NEMP) has found that students are lacking content knowledge of the significance of New Zealand's historical events (Flockton & Crooks, 1998; 2002). This was of concern to teachers participating in this project, and has been the subject of critical comment elsewhere.

It is possible that the prioritising of life long learning skills within New Zealand's education system, rather than specific factual knowledge has led to this apparent decline in students' general knowledge. Under *The New Zealand Curriculum Framework*, emphasis has shifted to *knowing how* to find out specific facts out rather than *knowing them* (Ministry of Education, 1993a). This framework makes references to the Essential Learning Areas, of which Social Science is one, as being merely the context in which to

develop the essential skills, attitudes and values. The structure of *SSNZC* is influenced by these goals and aims.

The debate between knowledge and skills is particularly evident in the learning area of Social Studies. One reason for this is that the nature of content knowledge in Social Studies has always been highly contestable, as seen in the development of *SSNZC* explained in Chapter Four. The knowledge that children need as citizens both now and in the future is prioritised differently within different groups and sectors of society. One possible way through these polarised viewpoints is to place an emphasis on the skills and procedures that future citizens may require instead of content knowledge, which is more clearly contested. Indeed, Jadallah (2000) also argued that as we live in a changing society it is more important for children to learn skills of life long learning or learning to learn rather than to identify, define, or explain an absolute body of content knowledge. On the other hand, Barr et. al. (1997) argued that knowledge of New Zealand's history is an essential foundation for citizenship. These two viewpoints encapsulate the arguments behind the *knowing how* and *knowing what* philosophies. While the essence of these philosophies may often be debated, it is my contention that neither is truly separate from the other, rather they are interdependent in the formation of "informed, confident and responsible citizens" (Ministry of Education, 1997, p. 7). New Zealand citizens need to know about their nation in order to participate in it. But citizens also need to have the skills with which to participate.

The twin goals of Social Studies, to develop knowledge and skills, are both important. A balance between skills and content knowledge is crucial for the fulfilment of the main aim of Social Studies education. It is argued here that when a Social Studies programme is unbalanced between skills and content that achievement suffers. In some North American states content knowledge is emphasised. Barton (2001) found that students in these states had a weak understanding of historical evidence and sources, and had few skills for analysing such sources. This research does not suggest that we should solely focus on the skills and processes of Social Studies as to do so would be detrimental to the main aim of Social Studies education. Rather, it is argued that an equal focus be given to content knowledge as well as to the processes (or skills) in the teaching of Social Studies. Students must be expected to and supported in developing both these twin goals of Social Studies (Barr et. al., 1997).

It is the argument over *knowing how* or *knowing what* that has contributed to the ELANZS statements being included in *SSNZC* in a detached way, thus leaving a lot of room for individual teachers to apply it how they see fit. Curriculum writers have emphasised the content themes and skills of Social Studies through the strands and processes respectively, while also including New Zealand content and understandings which they deemed to be important through the ELANZS component. New Zealand content has been seen through the development of various Social Studies curricula to have been greatly contested. It appears that the writers of *SSNZC* have chosen to focus on skills and themes to limit the debate over content. What specific factual content has been included has been done so in an arbitrary way. The implication of these decisions has been that the ELANZS component has become difficult for teachers in working out how it should be applied to the classroom context. As a consequence this content knowledge is not being learnt by students as shown in the NEMP results (Flockton & Crooks, 2002).

While this research supports the view that it is important that students are able to develop their skills to find out about Social Studies content and are provided with experiences to develop social studies understandings, teachers need to incorporate specific factual content in their Social Studies programme. It is the balance of these two elements that is important for effective Social Studies programmes.

Teacher Knowledge

A second major finding of this study, as expressed by the teachers, is the lack of teacher knowledge about New Zealand society. This is a key factor in the delivery of ELANZS. This lack of teacher knowledge was attributed, by some, to "younger teachers". However, one more experienced teacher also commented that while her knowledge of New Zealand had improved as she taught the content it had not always been strong. The Education Review Office (ERO) also attributed a lack of teacher knowledge as a factor in the delivery of the Social Studies curriculum.

> *It is very difficult for teachers who have not themselves studied Social Studies subjects in depth to address the demands of the curriculum without a great deal of effort, support and individual study (ERO, 2001, p. 34).*

Teachers commented that a lack of knowledge in itself did not create a barrier to teaching New Zealand topics, as it was acceptable to learn alongside the children. Indeed, much of the literature on social constructivist approaches would support this view. The teacher and learner can co-construct their understanding with the teacher in the role of facilitator, co-learner or collaborator (Schuerman, 1998). However, for other teachers who found their lack of knowledge made them cautious about approaching New Zealand topics, a tangible barrier was created to their Social Studies programme, especially in implementing ELANZS effectively.

Lack of teacher confidence in this domain also limited the ability to capitalise on opportunities provided in the classroom programme to integrate and extend student's knowledge about New Zealand society. As discussed in Chapter Two, teacher efficacy has been shown to impact on the time teachers allow for certain aspects of the curriculum (Graham, Harris, Fink & MacArthur, 2001). Their finding can be transferred to the inclusion of ELANZS concepts in the classroom programme. Teachers did not spend time extending childrens' understanding of ELANZS content if they had a low confidence in their own ELANZS knowledge and capability. Where, in comparison teachers who had a high personal confidence in this area spent more time on ELANZS content. Therefore, both teacher *confidence* in delivering content without an in-depth personal knowledge of the subject and their *implementation* of a social constructivist approach to teaching of Social Studies is likely to impact upon the delivery of ELANZS content.

If teachers are to take ELANZS seriously they need to take the opportunities to develop their own knowledge base. This would mean initiating an inquiry into the New Zealand content before teaching it. However, to do so requires an awareness of their knowledge gap and motivation to actively work on this area. While better resources aimed at extending teachers' knowledge may be helpful they will only be effective if teachers themselves personally believe it is worthwhile to up-skill in this area. This notion is further explored in section 6.4.

Teachers would also benefit from support in social constructivist teaching strategies and theory as this approach to teaching and learning views the teacher as a facilitator and co-learner. Much of best practice in Social Studies learning and teaching reflects social constructivist principles. *SSNZC* supports the social constructivist view of learning and places emphasis on children taking an active role in their own learning. This view of learning argues that learning is effective when learners notice concepts for themselves and learning is based on experiences (Palinscar, 1998). By providing support in this area teachers are more likely to feel comfortable with topics they are unfamiliar with and as a consequence teach a wider range and depth of ELANZS content.

6.2 Valuing Learning about New Zealand

A third finding of this study was that, despite a perceived lack of student and teacher knowledge about New Zealand, both groups felt it was important for students to learn about New Zealand. All teachers placed the importance of studying about New Zealand at seven or above on a scale of one to ten, ten being extremely important. As discussed in Chapter Four, the importance of studying about New Zealand is reflected in *SSNZC* in two ways. Firstly, it is stated that teachers must cover the New Zealand setting at least once a year, while every setting beyond New Zealand is to be covered at least once in every two-year cycle. Secondly, the importance of learning about New Zealand is demonstrated through the inclusion of ELANZS, however fraught this may be.

Students felt that it was important to learn about New Zealand. However, knowledge about New Zealand was seen as being important for their lives as *future* citizens rather than their lives as citizens *today*. This distinction is an important finding as it gives an insight in to how children view the content knowledge of Social Studies. The students in the sample did not see the learning about New Zealand as relevant to their lives at the present time; contending that it might be useful to them as adults. For example, one student indicated that a geographic understanding of her country would be necessary as an adult as she would need to know how to get to other places within New Zealand. Another student indicated knowledge of pre-European Maori society may be important if he was to become an archaeologist in the future. This finding suggests that we should teach about New Zealand society in *authentic contexts* that make it relevant to children's lives today and make links to the relevance of this knowledge for the future.

The importance of authentic contexts has been noted in literature on Social Studies. Hope (1996) suggests that teachers must make their objectives relevant and meaningful to students' lives in order to achieve success. Students need to apply knowledge to their own lives by asking questions such as "what are my values on this topic?". There are many ways teachers can create meaningful opportunities for social studies learning. Alleman and Brophy (1994), for example, suggest capitalising on students' diversity and home situations. Potential future use and relevance of ELANZS needs to be discussed with students if it is to be powerful learning.

The academic nature of the ELANZS statements makes it difficult for teachers to meaningfully connect these statements with authentic learning opportunities for students. Support material should be produced to help teachers interpret the ELANZS statements through providing the main ideas and sample authentic contexts in both a 'teacher friendly' and 'child friendly' manner. To this end, I have created a break down of each ELANZS statement and some suggestions of possible. This support material is presented and further discussed in Chapter Seven.

6.3 Supporting the Teaching of Essential Learning about New Zealand Society

Planning

Findings from this study showed that teachers did not use the ELANZS statements as part of the planning process. Instead, the statements were seen as a checklist at the conclusion of planning rather than a point of reference or a basis to teach a New Zealand based Social Studies topic. Chapter Two outlined the many reasons why planning from the ELANZS statements is problematic for teachers. Some teachers felt they would like to include the ELANZS statements and intentions in their Social Studies programmes in a more integrated way but found this difficult to do with the statements being 'outside' the prescriptive strand and process achievement objectives. This planning difficulty is escalated in Social Studies planning with the number of compulsory requirements teachers must fulfil. The structure of ELANZS is such that there are a number of requirements for teachers to consider, not just strands and achievement objectives. ERO (2001) found that "pulling together the settings, essential skills and processes is a large task especially when they need to be integrated with

assessment and other learning areas" (p. 35). This finding does not include ELANZS or the perspectives so the difficulties only escalate when these aspects are added.

One teacher in the study suggested a way around the confusion with ELANZS would be to create 'learning about New Zealand' as a sixth strand. This suggestion is not unlike the structure of *Science in the New Zealand Curriculum* (Ministry of Education, 1993b) where there are four contextual strands and two integrating strands. In a similar structure, ELANZS would be a contextual strand where the existing strands would be integrating strands as they provide the key concepts and main ideas of Social Studies education. Having ELANZS integrated across all the strands would mean the workload for teachers is not increased. Instead, the ELANZS understandings are developed through the units of work being studied to meet the existing achievement objectives. However, while an ELANZS strand would certainly make teachers accountable for ELANZS learning in a prescriptive sense, it would not solve the greater barriers found, in this study, in delivering this content.

A possible problem, as highlighted by the comment that ELANZS should be made a strand, is that some teachers only see the strands as the mandated teaching requirements. It was found that teachers in this study believed they only need to meet the strand content to fulfil the curriculum requirements. This is a curious finding given that many curriculum areas have interwoven aspects. In Social Studies, there are compulsory components to be integrated into classroom programmes other than strands and these need be given emphasis in professional development and support material for teachers. All teachers must be aware of these aspects of the curriculum and how they should be utilised in planning and teaching.

Findings from this study also indicate that the intention of ELANZS needs to be made clearer to teachers. The teachers did not consider the ELANZS component of the curriculum very well in their initial professional development of *SSNZC*. ELANZS was described as being 'glossed over' in initial professional development where the strands and processes were given prominence. Thus, further professional development is needed in this area to help teachers implement ELANZS. The Ministry of Education has already picked up on this need with a professional development programme, conducted in 2002, to support the teaching and learning of ELANZS through awareness

of appropriate methods of planning and assessment. This professional development is based in Christchurch through workshops and school visits. While this is a good start, in order to improve the state of ELANZS a national approach to professional development must be planned and a common approach to the inclusion of ELANZS agreed upon. ERO (2001) suggested the lack of such a common approach in Social Studies professional development has led to existing confusion in planning and teaching. Such confusion is evident and highlighted in this study.

Coverage

The study found that teachers used the ELANZS statements as a basis for checking off aspects covered, rather than as a means to plan in-depth understandings of these areas. Table 5.1 showed that it was common for teachers to describe having met the learning intention in the ELANZS statement by having 'touched upon it'. Touching upon this knowledge was often incidental in meeting other learning objectives. When looking at the ELANZS statements after teaching Social Studies topics and current events, teachers made vague links between what they have taught and what is outlined as ELANZS. While this incidental teaching is important it would not have created depth in understanding about New Zealand society. Instead, the references to touching upon these areas were consistent with a check listing approach.

This finding was not surprising given the direction to teachers in supporting material (Ministry of Education, 1998) suggesting that the ELANZS statements be used either as a context for study or to *check for appropriate coverage*. It could be argued that the range of what is described as essential learning in these statements is so broad that any New Zealand based Social Studies topic could fit into this structure in a check listed sense. One teacher commented "*I must admit I haven't read them* (the ELANZS statements) *this year... but in doing what we have been doing, we have sort of covered those things anyway. It's not too hard*". It is the author's contention that a stronger focus should be achieved by teachers through using the ELANZS statements to inform the planning and teaching process from the outset. Such an approach to planning has been developed by the researcher and this model is presented and discussed in Chapter Seven.

Depth in students' understandings of New Zealand society, both contemporary and historical, is what teachers need to aim for. ERO (2001) warned that "students often experience 'hit and miss' Social Studies programmes that can result in shallow learning" (p. 37). Deep learning is defined by Smith (2002) as learning where students seek to understand and internalise new information where surface learning is that where there is minimal grasp of ideas. Surface learning is often characterised by rote learning. It is deep learning that Social Studies teachers need to plan for. Teachers need to heed this warning and ensure that their own Social Studies programme is not 'hit and miss'. A starting point is provided through the ELANZS statements to make sure teaching of New Zealand topics does not result in shallow learning. However, if the learning is to be effective these statements must be used in a way that informs teaching and creates depth of understanding. If a social constructivist approach to learning about ELANZS is adopted and sufficient time given, an environment is created to allow students to engage in deep learning.

Topic Choice

Barton (2001) discussed the emphasis on national holidays in the curriculum has resulted in many students in North America repeatedly studying the same historical figures and events. Taylor (2002) found History suffered from topic repetition in Australia. Such topic repetition also occurs in the New Zealand context. In this study, findings showed that some New Zealand topics were studied repeatedly. Correlating with the research of Barton (2001), the topics mentioned were most likely to be associated with national holidays, such as ANZAC Day or Waitangi Day.

Topic choice can often be determined by factors such as the school policy or curriculum implementation plan (school scheme), resource availability, teacher interest or current events. However, in the absence of constraints on topic choice it is my contention that it would be useful for teachers to have their horizons broadened through suggestions for possible New Zealand contexts that would link to achievement objectives. An example of such a list is outlined in Chapter Seven.

Level Appropriateness

Teachers felt that the ELANZS statements were appropriate for students at Year Seven and Eight. The general consensus was that these statements gave enough scope for learning to be simplified or extended according to the abilities of the students. This finding was consistent with Learning Enhancement Associates (2001) who found any statement could be taught to any level by changing the degree of comprehension and thinking using Bloom's taxonomy. This finding is also consistent with the educational theories of Bruner (cited in Orlofsky, 2001) that any topic can be taught to any aged child in an intellectually honest way. The simplification of material may lead to less precision, but will be effective as it is within the grasp of the learner (Orlofsky, 2001).

Integration of ELANZS

It is argued here that integration is the key to teaching the ELANZS component in a more meaningful way. In this study, teachers were aware of the ability to integrate ELANZS into their current events programme. It was also stated that opportunities for this learning "*comes from children's discussions*".

Best practice in Social Studies follows a social constructivist approach to teaching and learning. As discussed in Chapter Four, this theoretical approach suggests we should plan from the children's own interests and ideas (Jadallah, 2000). By working from the children's own interests teachers can create motivating and successful learning opportunities. When interest in a New Zealand topic arises in current events, teachers should refer to the ELANZS statements and look for opportunities to *extend* this topic into a Social Studies unit. Teachers may also encourage this approach by selecting a range of New Zealand current events to discuss and prepare to extend these if the students' interest is captured. For example, at the time of this case study, two current events of national importance were occurring; the Commonwealth Games and the General Election. Both of these events can be used as a catalyst to look at systems of Government. It is important for children to primarily understand the notion of what rights and responsibilities are involved in being a commonwealth country rather than understanding how many medals New Zealand has. Together, both these current events can provide for powerful Social Studies learning *if* used in the right way.

A planning model devised by the author shows one solution to integrating ELANZS within the current structure of *SSNZC*. This model of planning for ELANZS, explained in Chapter Seven, provides a way to integrate ELANZS with the other components of the curriculum. However, teachers must also seek opportunities to integrate ELANZS with other curriculum areas and current event programmes.

6.4 Constraining Factors for implementing ELANZS

Time Barriers

Smythe (1998) suggested that

> *a prosaic definition of Social Studies for New Zealand primary school children might read: a curriculum area that is taken three or four times a year for two or three weeks (p. 122).*

Lack of time was the barrier teachers found impacted more than any other factor on their teaching of Social Studies. However, it was pointed out that this was a factor across all curriculum areas and not unique to Social Studies. Teachers argued that a lack of time to implement all curriculum areas let alone to implement additional requirements in one curriculum area is an ongoing difficulty for them. Due to these time constraints, any innovation in the implementation of ELANZS must be efficient for teachers to use alongside the programmes and structures they already have in place. This finding is consistent with the findings of ERO (2001) that in some schools that the workload "is unnecessarily onerous for some teachers" (p. 5). Currently a Ministry of Education directed 'curriculum stocktake' has addressed these workload concerns.

Resources

The case school for this study was a well resourced school, yet, some teachers still found resources for teaching about New Zealand to be problematic. Comments were made that resources about New Zealand needed to be sought out by teachers and adapted to suit the needs of the class. However, it was also expressed that this area was improving and less of an issue than other barriers identified.

Controversial Barriers

Harrison (1998) suggested that by the 1980s teachers in New Zealand had preferred to avoid controversial issues in New Zealand's history. The findings of my study do not entirely support this conclusion. Of the sample interviewed, two teachers clearly stated that they enjoyed teaching controversial issues, whilst one teacher admitted to avoiding them as "*it might get you into trouble*". The enjoyment of discussing potentially contentious issues in the classroom is perhaps more prevalent with teaching Year Seven and Eight students where they might think more deeply. Teachers discussed a need to be careful when teaching controversial issues and to teach them in a neutral manner *"I think that you can make them controversial ... you have to put your own personal beliefs aside"*. This finding is consistent with the view of Haskel-McBee (1996) who encouraged teachers to use controversial issues but avoid getting into personal opinions as the teaching role is to facilitate discussion and help students recognise varied viewpoints. However, other writers argued that the teacher should be able to share their opinion if it is called for.

Keown (1998) discussed possible reasons for teachers avoiding values exploration and social action in Social Studies. Some of these reasons can be paralleled to the reasons discussed by teachers in this study in relation to avoiding controversial New Zealand topics. Keown (1998) suggested that teaching of factual content is valued more highly than teaching about issues, problems or "waffly stuff". He argued that if the content matter to be taught is not clear cut, then it is likely to be avoided. His view is supported by some of the teachers' references to their teaching of New Zealand history. One teacher mentioned that to go beyond the factual content is "*not good teaching*". For her, it was the factual content over subjective argument which was valued. *"You just have to teach the facts. You could probably spark off some good conversation by putting your opinion across but its not good teaching."* Another teacher *did* feel comfortable so long as the content they were teaching was not totally prescribed. Her view of good teaching was children coming "*up with their own view of things*".

These two views of best practice in the teaching of Social Studies are in sharp contrast. The first view that teaching the facts is good teaching without discussing subjective

arguments follows a transmission model of learning. This transmission model views learning as being a set body of knowledge which should be passed on to the learners who absorb the information. The second view of learning that children should arrive at their own generalisations, although considering the facts are discussed *with* the teacher they are somewhat guided generalisations, follows a constructivist view of learning. It is this second view of learning which is encouraged through SSNZC where the processes of inquiry, values exploration and social decision making allow for the active construction of knowledge. These two views have quite contrasting implications for classroom teaching and in particular, how ELANZS knowledge will be incorporated into the classroom programme.

A second factor discussed by Keown (1998) is the diverse sets of perspectives about what should or could be done in response to social issues. Even when teachers attempt to be neutral, there is fear of upsetting the community by raising particular points of view. This factor was reflected in two ways in the interviews. In the first instance teachers argued that without an extensive knowledge of New Zealand history themselves they would need to know the "right" version of topics before teaching them. In the second instance, teachers wanted to teach the facts to avoid controversial topics altogether.

The idea that there is only one "right" version of history is impossible. The perspectives within *SSNZC* demonstrate that the historical experiences of people are dependent on which group of society they fit in to. Any one event will, therefore, be experienced in different ways. The bicultural accounts of colonisation are both historically valid and children must have opportunities to explore both these accounts rather than one version of the story being delivered. The gender perspective, has also been traditionally left out of the curriculum. Pioneer women in New Zealand had vastly different experiences from those of men, each story is valid. The notion of one "right" version is something to be challenged.

Barton (2001) investigated history teaching in Northern Ireland, and found that at primary level no national history was taught. This was attributed to the fact that there were two opposing stories of Ireland's past; the Unionist and the Nationalist. Telling any one story would result in condemnation from the other community and "few

institutions would be willing to engage in this type of controversy" (p. 50). This is not the case in the New Zealand curriculum where a bicultural perspective not only allows for, but encourages the teaching of different ways of thinking about New Zealand society and history. Teachers need to see different perspectives on New Zealand history and be helped to move away from a "right" perspective.

The teachers who openly discussed their enjoyment of controversial topics had a sound content knowledge of Social Studies. One teacher had studied optional Social Studies papers in her teaching qualification. Another teacher had taught pre-service Social Studies education, while another had been on a reference group for the development of *SSNZC*. Given this apparent correlation between a strong background in Social Studies with confidence to teach controversial New Zealand topics, other teachers could also be supported in teaching controversial issues through developing their own content knowledge of social studies and developing appropriate teaching strategies.

6.5 Summary

The discussion in this chapter has demonstrated the need for change in the way Social Studies educators approach the planning, teaching and perceptions of ELANZS. It has shown that many factors combine to limit the usefulness of the ELANZS statements within the current curriculum structure. If the teaching of ELANZS is to improve teachers must be provided with support to enable them to change the way they approach ELANZS. Such support will need to address teachers' knowledge base, pedagogy and confidence. Innovations which may help teachers in changing their approach are discussed in Chapter Seven before final conclusions and recommendations are made in Chapter Eight.

Chapter Seven

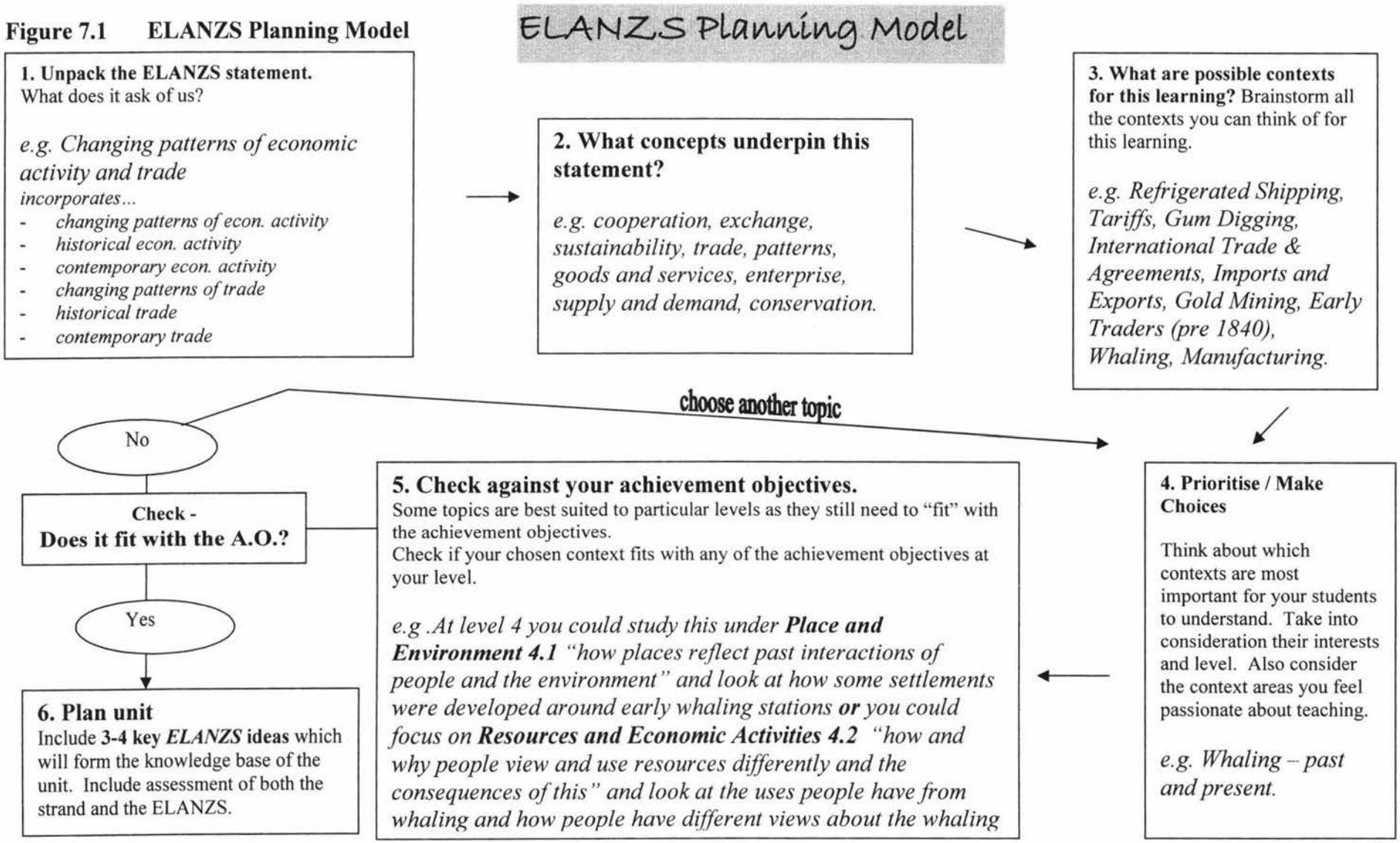
Providing A Place For ELANZS

While interviewing teachers about their concerns with ELANZS it became clear that support material was needed in order to improve the inclusion of ELANZS in classroom programmes. I sought to develop a possible planning model as one suggestion for how this component could be improved. This was developed and trialled by one of the teacher participants. I also developed suggestions for possible ELANZS contexts and a break down of the main ideas of the ELANZS statements to assist teachers in planning for ELANZS. This chapter will discuss these innovations developed by the researcher and suggest ways in which they can be used to improve the teaching and learning of ELANZS.

7.1 A Planning Model

While considering the finding that teachers did not use the ELANZS statements in their planning, it became clear that a model of planning where ELANZS was the central focus would be useful for teachers. In response to discussion with teachers, I devised a model of planning which incorporates ELANZS as the first step. This model demonstrates how ELANZS can be used as a starting point and demonstrates how it is possible to link these statements to other components of Social Studies in an integrated way. Planning in this way could give the effect of an integrated contextual strand as discussed in Chapter Six.

Figure 7.1 ELANZS Planning Model



Effectiveness of model

The model was trialled by one of the teachers in the original sample. It was found easy to follow and it was believed by her to make that a stronger link to ELANZS due to introducing this component at the *beginning* of the planning process. This was however, a one off trial. There is a need to trial this model more rigorously before its effectiveness can be determined. Further research will be required to further refine it and determine the usefulness of the model to teachers.

7.2 Main Ideas Underpinning the ELANZS Statements

As discussed in Chapter Two, the language of the ELANZS statements is academic in nature and not always easily translated into topics of study for the classroom. The finding that teachers often touched upon these topics but rarely gave them a strong focus in their planning, led me to tabulate the range of main ideas encompassed in each statement. Breaking down the components into smaller more manageable 'main ideas' provides an alternative way of looking at each statement. These statements are unlike achievement objectives in that when teaching them, it is not necessary to 'cover' every aspect. This means that rather than working from a broad academic statement, teachers could choose a main idea to work from, and still be meeting the intention of the ELANZS component of the curriculum.

An example of how these statements can be broken down into main ideas is given in the following table.

Table 7.1 Breakdown of Main Ideas across the ELANZS Statements

ELANZS Statement	Main Ideas
Maori migration, settlement, life, and interaction in various areas of New Zealand over time.	Maori migration Maori settlement Maori life Maori interaction in the past and present
The subsequent migration, settlement, life and interaction of British and other cultural groups in various areas of New Zealand over time.	migration settlement life interaction

	British Settlers Other cultural groups past present
The effects of colonisation for Māori and Pākeha.	short term consequences long term consequences for Maori for Pakeha
Māori culture and heritage and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems	Maori culture and heritage Maori influences on social beliefs, social systems cultural beliefs, systems political beliefs, systems religious beliefs, systems
European cultures and heritages and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems.	European culture and heritage European influences on social beliefs, social systems cultural beliefs, systems political beliefs, systems religious beliefs, systems
Perspectives of tangata whenua as these affect contemporary systems, policies, and events.	Perspectives of tangata whenua on today's systems policies events
The Treaty of Waitangi, its significance as the founding document of New Zealand, how it has been interpreted over time, and how it is applied to current systems, policies and events.	Treaty of Waitangi Significance Interpretation past, present, Maori, Pakeha Application present systems, policies, events
Characteristics, roles, and cultural expressions of the various groups living in New Zealand.	Cultural groups characteristics expressions roles
Major events in New Zealand's history.	Major events in New Zealand's history
People in New Zealand's history.	People in New Zealand's history
The physical environment of New Zealand and how people interact with the landscape.	The physical environment Interaction of people past present
Changing patterns of resource and land use.	Changing patterns Resource Use past present

	Land Use past present
Changing patterns of economic activity and trade.	Changing Patterns Economic Activity past present Trade past present
The origins, development and operation of systems of government and law, of the franchise and of local and national democratic institutions	Systems of government Law Franchise origins development Democratic institutions local national
The nature and organisation of paid and unpaid work.	Paid work Unpaid work nature organisation
The development over time of New Zealand's identity and ways in which this identity is expressed	New Zealand identity past present development expressions of
The location and significance of important natural and cultural features of the landscape.	Natural features Cultural features location of significance of
Current events and issues within New Zealand	Current events Current issues
New Zealand's participation in significant international events and institutions and its possible role in world affairs in the future	New Zealand participation international events international institutions New Zealand role world affairs future

7.3 Possible Contexts

This study also found that teachers required support in widening their topic choices in ELANZS. The teachers tended to focus on a *few* familiar topics rather than using the ELANZS statements to inform their topic choice. In particular, teachers with a low confidence in teaching New Zealand Social Studies topics were reluctant to include this material in their classroom programme. These findings led me to develop a list of possible contexts. The contexts given in Table 7.2 are based purely on the main ideas encompassed in the ELANZS statements. It is pointed out that these possible contexts are not an exhaustive list, nor are they linked to the appropriate level achievement objectives. Teachers still need to plan a programme on any context in relation to their appropriate level achievement objectives. It is felt that through using such as described below to assist in topic choice teachers would no longer be limited to their own knowledge base. Instead, Table 7.3 helps teachers to see the opportunities to facilitate learning in a number of 'new' contexts. These contexts are examples which could be used in step three of the [illegible] ned earlier in this chapter.

Table 7.3 P **'S Statements**

1) Maori migrat	***iction in various areas of New Zealand over time.***
Pre-Euro	ıe Maori discovery of New Zealand
Life on th	ban Maori
Early cont	ɛ kãinga (village)
The signif	ɔday
The effect	ıders.
Traditiona	importance of land to Maori
Myths and	matua
Whakapap	ed sites to Maori
Maori Batt	ın Marae / Rural Marae

(2) The subsequent migration, settlement, life and interaction of British and other cultural groups in various areas of New Zealand over time.

Pioneer Life	Sealers, Whalers, & Traders
Missionaries	The Wakefield Settlements
Assisted immigrants	Refugee Immigrants
French Immigrants	Interaction of early settlers with Maori
Norwegian immigrants and the formation of the Norsewood settlement	
Immigrant families	Adapting to life in a new country
Gold prospectors	Oral histories
Family Histories / Whakapapa	
Living in Nineteenth Century NZ towns.	

Belonging here	Migrant Women

(3) The effects of colonisation for Māori and Pākeha.

Early contact	The Treaty of Waitangi
Pioneer Life	Membership to the Commonwealth
Resistance movements	The New Zealand wars
The Commonwealth	

(4) Maori culture and heritage and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems.

Tikanga Maori	Maori customs and traditions
Bicultural nature of New Zealand	Myths and Legends
Maori Electorates and Parliamentary seats	
Maori resistance movements and their impact.	
The Waitangi tribunal	Maori impact on conservation
Customary fishing rights	Maori historic places
Sacred Places to Maori	Maori Leaders
Te Kingitanga	Bastion Point
Cultural groups i.e. Kapa Haka	Parihaka
Maori language week	

(5) European cultures and heritages and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems.

Origins of Parliament	Native Land Court
Influence of Christianity / Missionaries	
Voting Rights (franchise)	Native Schools
European customs and traditions	Celebrations; Easter, Christmas.
Families in New Zealand	Scottish Society

(6) Perspectives of tangata whenua as these affect contemporary systems, policies, and events.

The Waitangi Tribunal	Maori influence in Parliament
Maori influence on conservational issues	
Policies about customary rights allocated to Maori	
Biculturalism in action	Partnership and consultation procedures
Maori Resistance Movements	Protests (i.e. Bastion Point)
Tikanga Maori	Maori customs

(7) The Treaty of Waitangi, its significance as the founding document of New Zealand, how it has been interpreted over time, and how it is applied to current systems, policies and events.

The Treaty of Waitangi	
The Waitangi Tribunal	Contracts

(8) Characteristics, roles, and cultural expressions of the various groups living in New Zealand.

Migrant groups	Scottish society
Migrant families	Local cultural societies
Cultural dance groups	
Pacific Island communities in New Zealand	

Community groups	Chinese language groups

(9) Major events in New Zealand's history.

The Arrival of Captain Cook	The Great Depression (1930s)
The Arrival of Maori Voyagers	New Zealand Wars
The Treaty of Waitangi	British annexation of New Zealand
Treaties New Zealand has signed	The Wahine Disaster
The Tangiwai Disaster	The Influenza Epidemic (1918)
Ballantyne's Fire	The Springbok Tour – 1981
The introduction of MMP	The sinking of the Rainbow Warrior
1951 Waterfront Strike	Waihi Gold Strike
ANZACs / Gallipoli	Declaration of independence
Cyclone Bola	Disasters
Bastion Point	New Zealand at War

(10) People in New Zealand's history.

Famous New Zealanders	New Zealand Heroes / Heroines
Maori Leaders	Famous Leaders
Settlers to our local area	Young Achievers
Maori achievers	Treaty signatories
Kupe	Te Rauparaha
Te Kooti	The Prime Minister
Henry Williams	Governor Grey
Edward Gibbon Wakefield	William Hobson
Richard Seddon	Peter Snell
Edmund Hillary	Kiri Te Kanawa
Whina Cooper	Kate Sheppard

(11) The physical environment of New Zealand and how people interact with the landscape.

Pa sites	Pioneer life
Forestry	Gum digging
The Kauri Bush	Gold mining
Flax trade	Timber industry
Our Coastline – rāhui	Sealing and Whaling
Gathering Kai Moana	Settlement

(12) Changing patterns of resource and land use

Conservation	Sealing and Whaling
Fishing – over fishing and customary rights	
The timber industry	The Bush – Te Ngahere
Marine Reserves	National Parks
Recycling in New Zealand	Manufacturing industries
Changes in Farming	Agriculture
1080 Poisoning	Urban Sprawl
Resource Management	Green lip mussels
Hydro / wind / thermal power	Electricity

(13) Changing patterns of economic activity and trade.

Our local community resources	Changing role of work
Refrigerated Shipping	Trade agreements
Tariffs	Early traders (prior to 1840)
New Zealand's money system	Gold Mining
Gum digging	Forestry
International trade	Imports and Exports
Fishing	Whaling – past & present
Consumer rights	Manufacturing industries

(14) The origins, development and operation of systems of government and law, of the franchise and of local and national democratic institutions.

Elections	Women's suffrage
How laws are made	The District Court
Local Council	Local Body Elections
Appointing leaders in local organisations (rotary, lions, school BOT)	
Parliament	Appointing leaders in the classroom
Rules and laws in New Zealand	Small claims tribunal
	MMP

(15) The nature and organisation of paid and unpaid work.

Volunteer organisations	Red Cross
Worker's rights	Equal Employment Opportunities
Labour Day	Public Holidays
Employment Contracts	Community groups
Family Jobs / Chores	Looking after the elderly
NZ involvement in World Vision / Charitable Causes / Aide programmes	
RSA	

(16) The development over time of New Zealand's identity and ways in which this identity is expressed.

Kiwiana	New Zealanders and sport
Nuclear Free stance	Association with Britain (monarchy)
Maori influence on identity	New Zealand as a nation of immigrants
What makes New Zealand special?	
New Zealand's role in the Pacific	
NZ celebrations	Cultural groups
Should NZ become a republic?	Sports teams / events

(17) The location and significance of important natural and cultural features of the landscape.

Heritage sites	Historic Places
Living heritage	Local features (i.e. The Square)
Pa sites	Cemeteries
Monuments and Memories	The Marae
Young Nick's Head	Cenotaphs
Distinctive New Zealand places	

(18) Current events and issues within New Zealand.

Genetic engineering	Racism
Human rights	Refugees coming to New Zealand
Immigration	Stereotypes
Conservation issues	Protection of heritage buildings / sites
New Zealand's aide to other countries and causes	
New Zealand's involvement in peace keeping missions	

Issues relating to special days of the year which we celebrate through public holidays (Waitangi, ANZAC, Labour, Queen's Birthday).

(19) New Zealand's participation in significant international events and institutions and its possible role in world affairs in the future.

APEC	Treaties New Zealand has signed
United Nations	World Health Organisation
Kyoto Protocol	Commonwealth
Nuclear Free Stance	Aide in the Pacific
Peace-keeping	Refugee Asylum
Trade sanctions and embargoes	Military Involvements
Commonwealth / Olympic games	Closer Economic Relations (CER)

7.4 Summary

The innovations of a planning model, main ideas chart, and possible contexts have been developed as starting points for teachers. While the usefulness of these particular innovations requires further research, this chapter provides a basis for teachers to reconceptualise their Social Studies programme. The information is of a practical nature and could transform the interpretation and implementation of ELANZS. However, it is also necessary to consider other improvements that should be made in relation to the findings of this research project. Chapter Eight will outline such recommendations.

Chapter 8

Conclusion and Recommendations

This study has found that the teaching and learning about ELANZS, perceived by teachers and students as important, requires much closer attention by teachers, policymakers and others with a view to effecting improvements. ELANZS allows students to increase their knowledge and understanding about New Zealand society and as a result enables them to construct their sense of national identity. Learning about New Zealand has been repeatedly identified as a key component of the New Zealand curriculum by parents, teachers and students. However, the ELANZS component is fraught with difficulties and confusions for teachers. Thus, much needs be done to improve the delivery of ELANZS content in Social Studies. This chapter will summarise the key findings of this study and draw from these three major conclusions. Recommendations are drawn from these conclusions and an outline of future research possibilities is discussed.

8.1 Conclusions

Key Conclusions

- There is a lack of knowledge about New Zealand Society among both teachers and students, and this constrains their teaching of Social Studies.
- The current structure of the Social Studies curriculum constrains teachers attempts to include New Zealand based content.
- Students do not see the applicability of much New Zealand based content to their everyday lives.

This study has revealed key shortcomings with the current Social Studies curriculum structure. The separation of ELANZS from the strands and processes makes learning about New Zealand highly reliant upon the teacher having the passion, knowledge and skills to include it. This presents difficulties when a number of teachers lack motivation and indeed knowledge of New Zealand society, or the skills to teach it in accordance with social constructivist theory. Teachers are presented with tensions when they wish to include this aspect of learning in their programme. ELANZS is viewed as important, but teachers lack the knowledge and skills to include it.

8.2 Recommendations

The conclusions outlined above lead to three inter-linked recommendations. The first recommendation is that professional development is required in order to improve the inclusion of New Zealand contexts in Social Studies and address the lack of knowledge about New Zealand. Secondly, it is recommended that the current curriculum structure be reviewed and support materials developed around ELANZS in order to address the current shortcomings which stop teachers clarifying the ELANZS intentions. Finally, it is recommended that the pedagogy of teaching Social Studies be modified in order to include New Zealand contexts in a meaningful way for students, as students do not currently see the applicability of New Zealand content to their lives. Each of these recommendations will now be discussed.

Professional Development to address the Lack of Knowledge about New Zealand Society

Teachers need to develop their own knowledge and understanding about New Zealand history and society as well as their skills to use appropriate strategies to teach this content. This research project has shown that teachers are more likely to include this material if they have a strong knowledge base and have confidence to introduce topics which they are unfamiliar with and are prepared to learn alongside children. Both of these areas can be improved through professional development.

It is recommended that professional development on ELANZS be offered to teachers in order to improve their knowledge of possible contexts. With these professional development opportunities teachers are likely to be more motivated about a particular instance in New Zealand's past and present and feel comfortable to introduce this in their classroom.

Professional development about New Zealand society should include opportunities for teachers to explore multiple perspectives on events. Teachers should feel confident and comfortable with the idea that Social Studies does not have a "right answer" as is the case in other subjects, such as mathematics. Social Studies has multiple perspectives. Teachers should also understand these multiple perspectives and develop their own

perspective as well as develop strategies to teach multiple perspectives in Social Studies. This requires professional development in both in-service and pre-service education programmes.

Teachers need to develop a high teaching efficacy and a knowledge of social constructivist learning theories in order to incorporate unfamiliar material into their classroom programme. They need to take on a role as co-learner and facilitator rather than a 'teacher' who knows all the facts already. It is recommended that teachers have in-service professional development which allows them to develop more understanding of the social constructivist model of teaching as it applies to Social Studies.

As well as professional development, teachers must take responsibility for developing their knowledge base about New Zealand society. Teachers ought to actively seek opportunities to develop their own knowledge base and understandings about New Zealand society. Teaching qualifications must provide opportunities for pre-service teachers to inquire into aspects of New Zealand society in a way that models social constructivist teaching. However, these initiatives will only be effective if teachers themselves believe they need to improve their knowledge about New Zealand society and other tensions such as time factors and other expectations are lessened to allow teachers to take up such opportunities.

Supporting Resources

It is argued that the current curriculum, presently under review with the Curriculum Stocktake, needs to develop support materials relating to ELANZS. Teachers have expressed the need for ELANZS statements to be clarified and made accessible through user-friendly language. These materials need to take into account that many primary school teachers do not have a background in the Social Studies or the Humanities.

It is recommended that, the Ministry of Education produce an explanation of the ELANZS statements which unpacks the statements for teachers and shows how it is intended that these statements be used in classroom programmes. Secondly, it is recommended that materials relating to the main ideas of ELANZS and appropriate

teaching contexts, as discussed in Chapter Seven, are produced in a way that they can be used to inform both teachers and students.

Pedagogy

Ultimately, it is recommended that the classroom teaching of ELANZS must change. ELANZS needs to be included in classroom programmes through an approach which is consistent with social constructivist views of learning. Such approaches will see that New Zealand contexts are taught in an integrated manner through authentic and meaningful learning experiences. The previous recommendations of resources and professional development will provide the tools which will support teachers to change their pedagogical approach to teaching about ELANZS.

The findings from this study were consistent with other reviews of Social Studies education in that the teaching of ELANZS was lacking effectiveness because students did not see the applicability of the learning to their lives. Therefore, this research concludes teachers integrate ELANZS into contexts that students are interested in, such as current events or real-life problems which the students or school community encounter. Teachers must also be prepared to create relevant learning experiences by working from the students' interests and through discussions. Such a learner-centred approach differs from a traditional approach to planning where a context is chosen at the beginning of the term or year with little reference to the needs or interests of the students in the class.

Teachers need to use the ELANZS statements to inform their teaching but *contextualise* these within students' interests and real issues. ELANZS statements embody the key contexts students need to understand, but their learning is best supported when they can link them to prior knowledge and experience or interests. A balanced approach to planning is required.

8.3 Future Research

The process of conducting this research revealed three future research possibilities.

A wider research population

It is noted that this research is limited by a relatively small number of participants and only one case school. It would be useful to repeat this study with a larger research population to increase the generalisability of the findings.

Controversial topics

The teachers in the present study divided into two distinct groups, one able and confident to teach or facilitate the discussion of controversial topics, and one not able or confident to. Knowledge and confidence in either the teaching or content of Social Studies appears to correlate to their enjoyment and readiness to discuss potentially contentious topics. This correlation warrants further research.

Secondary context

This research project has been limited to the primary school context. This same study could produce different results in a secondary school context where teachers of Social Studies are more likely to have a background in Humanities. It would be useful to contrast the results given in a secondary school context.

8.4 Final Reflections

This research project has suggested three key recommendations that correlate with its conclusions about the teaching of ELANZS in Social Studies. It is imperative that Social Studies educators, policy makers and writers take note of these recommendations. As has been shown throughout this thesis, it is not enough for teachers merely to provide lip service to New Zealand contexts by 'touching upon' them. Social Studies educators must be provided with support materials and undertake professional development in order to develop their knowledge of ELANZS. Such Professional Development must also address pedagogical style and teaching practices to be conducive to developing deep learning about ELANZS. Students, as New Zealand citizens, deserve the opportunity to develop a deeper understanding of their society and

ultimately their national and personal identity so they are enabled to participate in society fully.

Appendix One

Learning about New Zealand - As included in *SSNZC*: Revised Draft

All students will investigate and understand aspects of New Zealand, studying current information about this country. The achievement objectives are designed to ensure that, within a broader view, students develop their knowledge and understanding of:

- how New Zealand was first settled and of people's ways of life here before 1769;
- immigration, settlement, and changing demography in New Zealand from 1769 to the present day;
- specific characteristics, roles, and cultural expressions of the various groups who contribute to New Zealand society and of how these have changed over time;
- specific characteristics, roles, and cultural expressions of the various groups who contribute to New Zealand society and of how these have changed over time;
- the impact of major events and significant people on New Zealand's history;
- Maori culture, Maori social structures, and Maori perspectives on contemporary systems, policies and events;
- The Treaty of Waitangi, its interpretation over time, and its application to current systems, policies and events;
- The physical environment and how people interact with the environment and modify it;
- New Zealand's changing patterns of resource and land use, economic activity, and trade;
- The development and operation of New Zealand's system of government, the franchise, and local and national democratic institutions (including ways people participate in them);
- The development and operation of New Zealand's legal system;
- The development of different industries, technologies, and occupations and their impact on New Zealand life in the past, present and possible future;
- The organization of employment, both paid and unpaid, and how producers, businesses and voluntary organisations, and services operate;
- New Zealand's participation in significant international events and institutions and its possible roles in world affairs in the future.

(Ministry of Education, 1996, p.15)

Appendices

Appendix Two
Summary of Essential Learning about New Zealand Society
– As included in *SSNZC*

Students will have opportunities to develop their knowledge and understandings about New Zealand society through studying:

- Maori migration, settlement, life and interaction in various areas of New Zealand over time.
- The subsequent migration, settlement' life, and interaction of British and other cultural groups in various areas of New Zealand over time.
- The effects of colonisation for Maori and Pakeha.
- Maori culture and heritage and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems.
- European cultures and heritages and the influence of these heritages on New Zealand's social, cultural, political, and religious beliefs and systems.
- Perspectives of tangata whenua as these affect contemporary systems, policies and events.
- The Treaty of Waitangi, its significance as the founding document of New Zealand, how it has been interpreted over time, and how it is applied to current systems, policies and events.
- Characteristics, roles, and cultural expressions of the various groups living in New Zealand.
- Major events in New Zealand's history.
- People in New Zealand's history.
- The physical environment of New Zealand and how people interact with the landscape
- Changing patterns of resource and land use.
- Changing patterns of economic activity and trade.
- The origins, development, and operation of systems of government and law, of the franchise, and of local and national democratic institutions.
- The nature and organisation of paid and unpaid work.
- The development over time of New Zealand's identity and ways in which this identity is expressed.
- The location and significance of important natural and cultural features of the landscape.
- Current events and issues within New Zealand.
- New Zealand's participation in significant international events and institutions and its possible roles in world affairs in the future.

(Ministry of Education, 1997, p.23)

Appendix Three
Information Letter for Teacher Participants

Dear Teachers,

I am a post graduate student of Massey University College of Education. This year I am completing a thesis on the topic of ***Learning about New Zealand in Social Studies***.

In partial fulfilment of this thesis, I will be investigating how one school responds to the ELANZS component within *SSNZC*. This will include interviewing teachers about their Social Studies programmes and children about their perceptions of New Zealand studies.

Teacher interviews will occur after school hours (as negotiated with you) and this will take no more than 40 minutes. You will be asked to share and discuss your Social Studies planning. These interviews will be audio taped by the researcher and you will be given a transcript to check for authenticity. On conclusion of the research, these audio tapes will be destroyed.

All participants in the study will remain confidential to the researcher. Names will not be used in data collection, notes or reports arising from the research. You will be referred to through a pseudonym in the research notes and report.

All participants have the following rights:

- to decline to take part;
- to refuse to answer any particular question;
- to withdraw from the study at any time;
- to ask any questions about the study at any time during participation;
- to provide information to the researcher on the understanding that your name will not be used unless you give permission to the researcher;
- to be given access to a summary of the study when it is concluded.

In order to participate in the study you need to sign and return the enclosed Consent Form. If you are happy to participate in the research return the form to the school office in the envelope provided.

If you have any questions at any stage of the study, please do not hesitate to contact me or my research supervisors.

Thankyou for your time,

Elise Gordon

Appendix Four
Information Letter for Child Participants

Learning About New Zealand in Social Studies

INFORMATION SHEET

Dear Parents / Caregivers,

I am a post-graduate student of Massey University College of Education. This year I am completing a master's thesis on the topic of *Learning about New Zealand in Social Studies.*

In partial fulfilment of this thesis I am investigating how "name of case school" school includes studies about New Zealand. This will include interviewing children about their perceptions of New Zealand studies.

If you agree to your child being a participant they will be interviewed by the researcher. This interview will take no more than 20 minutes and will take place within usual school hours. If I get more parents and children consenting to participate in the study than required, a random selection will be made.

All participants in this study will remain anonymous and confidential to the researcher. Names will not be used in data collection, notes or reports arising from the research. Teachers will not be told which students have consented to participate. However, other students and teachers may be aware if your child is selected to be interviewed as they will be withdrawn from the class briefly, for this purpose.

All participants have the following rights:

- to decline to take part;
- to refuse to answer any particular question;
- to withdraw from the study at any time;
- to ask any questions about the study at any time during participation;
- to provide information on the understanding that your name will not be used unless you give permission to the researcher;
- to be given access to a summary of the study when it is concluded..

In order for your child to participate in the study you need to read through the enclosed Consent Forms with your child and discuss the requirements. If you and your child are both happy for the child to participate in the research return both forms to the school office in the envelope provided.

If you have any questions at any stage of the study, please do not hesitate to contact me. My contact details and the contact details of my supervisors are printed overleaf.

Thank you for your time,

Elise Gordon

Appendix Five
Transcript from One Teacher Interview

Teacher Participant One

INTERVIEWER:
What subjects do you most enjoy teaching?
PARTICPANT 1:
Social Studies, The Arts and Maths.
INTERVIEWER:
Okay.
PARTICPANT 1:
And English.
INTERVIEWER:
Everything?
PARTICPANT 1:
Yeah, I don't mind, I don't mind any of it really.
INTERVIEWER:
What comes to mind as being compulsory in the Social Studies curriculum?
PARTICPANT 1:
Compulsory … that you cover the five strands in two years, that you use all the three processes, and that you hit on those ELANZS.
INTERVIEWER:
Okay.
PARTICPANT 1:
As well as the perspectives, yes, bringing in the perspectives too
INTERVIEWER:
I have this concept map, you are probably quite familiar with it, what I am going to be researching is this area here – the essential learning about New Zealand – what do you think of when you think of that topic?
PARTICPANT 1:
The first thing that comes to mind is New Zealand history, to me, and current events
INTERVIEWER:
And what sort of teaching would you see that component involving?
PARTICPANT 1:
Teaching?
INTERVIEWER:
Would it be planned unit teaching?
PARTICPANT 1:
No I kind of fit it in with everything I'm doing.
INTERVIEWER:
Throughout your whole programme?
PARTICPANT 1:
Yes, except current events I do as a separate thing.
INTERVIEWER:
Do you use that component for planning in your units?
PARTICPANT 1:
Sometimes, I might read through them and think, oh yeah I haven't really done that for a while and then we might do, use that and take it over to the strands, bit of both really.
INTERVIEWER:

Okay.
PARTICPANT 1:
But it is only through the work at teachers college that I was up-skilled in it, because I had to teach it. I had to read them. I probably wouldn't have known about them had it not been for that. Because the professional development that I did, the people who delivered my professional development never touched ELANZS
INTERVIEWER:
Okay, so you had never covered it.
PARTICPANT 1:
No.
INTERVIEWER:
Okay well here is the list of ELANZS
PARTICPANT 1:
Okay
INTERVIEWER:
Can you think back over your last year of teaching, so up till now?
PARTICPANT 1:
So last year or this year?
INTERVIEWER:
This year.
PARTICPANT 1:
Okay.
INTERVIEWER:
How do you think you've incorporated these requirements over the year.
PARTICPANT 1:
Right we did "from norway to norsewood" so we looked at settlement and life, british culture, yes, effects yes some effects of the colonisation on Maori and Pakeha. Haven't really done any Maori culture and heritage stuff, European cultures, yes … perspectives of Tangata Whenua, no not really. Treaty of Waitangi, yes I did a whole mini unit on that .. (unreadable).. yes I did that.
Because we are looking at Wellington now as our Social Studies topic we are looking at some of this one characteristics, roles and cultural expressions of various groups. We are looking at Wellington as a city, and what is in a city; the urban marae and how the Samoan community tends to live together, all that, so there is a little bit of that in there.
We've been looking at some major events in New Zealand history, well we did the Norway to Norsewood one, we discussed the Napier earthquake, now we are looking at the Wahine disaster with the Wellington thing.
People in New Zealand's history, yeah because, not, not real known people, but we looked at, um, what was that guys name, begins with F, who, he worked for the New Zealand company to settle the people in seventy mile bush.
INTERVIEWER:
Right.
PARTICPANT 1:
And Wakefield we looked at Wakefield. And we looked at Plimmer, Plimmer's arc in Wellington so there are some aspects of that. And the Treaty of Waitangi we looked at the main players in that, the signing of it.
INTERVIEWER:
Yes
PARTICPANT 1:

The physical environment and how people interact with it, yes, you know our Norway to Norsewood one covered that. Because they changed the physical environment and had to interact with it, to clear the land to build the houses.
Changing patterns of resource and land use, yes, well at the moment we've looked at the Wellington harbour and how it has evolved. You know how they've reclaimed the land
INTERVIEWER:
MmHmm.
PARTICPANT 1:
And how it has gone from when they first came in and had to clear the land to build this village to turn it into a town, to turn it into a city, so we looked into that.
Changing patterns of economic activity and trade, not a lot, but a little bit of it in this one.
INTERVIEWER:
That came into your Norway to Norsewood study?
PARTICPANT 1:
Yeah, there was too. Systems of government, oh well, now part of our Wellington thing that we are doing is we are, each person in the team is doing a separate aspect of it. (Name) is doing, she is doing the Maori legends, like how Wellington basin was formed because it was two taniwha fighting…
INTERVIEWER:
Okay
PARTICPANT 1:
… that formed it. And then she is going on to look at the geology of it. How it is on the earthquake fault line, blah blah blah, the geology of it. I am doing Wellington city and um how the city developed haphazard to ribbon development like Norsewood with one main road, and how it developed into a city and what modern cities have. So I did a whole lesson on that and the next lesson that I've done is on In the harbour, on the harbour, under the harbour and what the harbour is used for, and the change over time. (Name) is doing Mapping, just plain old mapping, going from big maps to contour maps down to road maps and finally street maps for our Wellington visit. And (name) is doing, because we are visiting Parliament, she is doing the elections and government and how we are governed.
So we are covering heaps of this stuff … Without even knowing it.
INTERVIEWER:
Yes
PARTICPANT 1:
So shall I keep going?
INTERVIEWER:
Yes
PARTICPANT 1:
So we are doing some of that the origins, the nature and organisation, no we haven't done any of that the nature and organisation of paid and unpaid work.
The development over time of New Zealand's identity and ways in which this identity is expressed. Not really, just from the Treaty of Waitangi. We made a start but we haven't gone into more of that.
The location and significance of natural and cultural features, not really we haven't, maybe just because we are looking at Wellington our capital.
INTERVIEWER:
Mmmm.

PARTICPANT 1:
Current events, yes I have been doing that all the time
And New Zealand's participation and significance in international events, yeah m college teacher is looking at our input into the commonwealth games, so that is an international event isn't it.
INTERVIEWER:
Right.
PARTICPANT 1:
So, at the beginning of the year I did a whole home sample, a little mini unit on republicanism versus…
INTERVIEWER:
Oh
PARTICPANT 1:
You know the whole thing about should the queen still be our queen so we had to look at what the commonwealth was, and so we've done a lot of that.
INTERVIEWER:
Values exploration? Whether we should…
PARTICPANT 1:
Yeah, yeah, we did the six thinking hats
INTERVIEWER:
Okay. Umm..
PARTICPANT 1:
So in actual fact we have covered a lot without actually
INTERVIEWER:
Trying?
PARTICPANT 1:
Knowing we had.
INTERVIEWER:
Alright on a scale of one to ten, one being not at all important, ten being extremely important, how important do you think it is to teach about New Zealand in Social Studies?
PARTICPANT 1:
Umm, 9
INTERVIEWER:
9
PARTICPANT 1:
Down that end. [It's] definitely important because you can't learn about the world unless you know about yourself and your country.
I
Yip, do you find it easy to teach topics about New Zealand?
PARTICPANT 1:
Yes, more easy as time goes on as I become up-skilled myself because I am doing it.
I
Ok
PARTICPANT 1:
Because when I went through school we did "the Maori wars" and then we did the Aboriginals and we did Medieval London in England and we did we didn't do any New Zealand history purely.
INTERVIEWER:
So you didn't have any background in …

PARTICPANT 1:
No
INTERVIEWER:
So how have you up-skilled yourself in that area?
PARTICPANT 1:
Just by teaching topics which I have had to find stuff out myself.
INTERVIEWER:
What are the resources like for teaching about New Zealand? How do you find them?
PARTICPANT 1:
Improving, but not that good, laugh, they are improving. But a while ago, say five years ago there was nothing. Nothing aimed at kids.
INTERVIEWER:
Right
PARTICPANT 1:
Unless I was looking in the wrong places.
INTERVIEWER:
What sort of barriers do you find to including New Zealand? Do you find any barriers?
PARTICPANT 1:
Yes, the kids don't like doing "the Maoris" because they do it every year it appears. You've just got to mention the Treaty of Waitangi and they go cold. And I think that is some parental prejudice coming through perhaps. And I think perhaps the Treaty of Waitangi is over done.
INTERVIEWER:
Overdone?
PARTICPANT 1:
Every year and maybe not done well enough for them to have an understanding of it.
INTERVIEWER:
Right, what about time being a barrier. Do you find you have enough time to incorporate these topics.
PARTICPANT 1:
I tend to make the time because I like doing it.
INTERVIEWER:
Okay
PARTICPANT 1:
But time would be a big factor for a lot of teachers
INTERVIEWER:
Do you think that any topics would be too controversial, perhaps Maori topics, are there issues that you don't like getting into?
PARTICIPANT 1:
No because I like to do issues. So I do it all. No, I
INTERVIEWER:
So you feel comfortable bringing up controversial topics?
PARTICPANT 1:
Mmm.
INTERVIEWER:
Do you feel that the ELANZS statements are appropriate for your age level students? Or are there perhaps some that are best left for younger or older students?
PARTICPANT 1:
I think there are probably some could be left for older. Some of them are quite heavy but you can teach components of them.

INTERVIEWER:
What about barriers for other teachers who are not so skilled in Social Studies?
PARTICPANT 1:
It's their knowledge base, their understanding of the concepts themselves. Um, the fact that there are so many and that they are worded quite heavy wording that's a barrier they look at it and think gee I've got to cover all that… next page.
INTERVIEWER:
Would you like to make any other comments about ELANZS?
PARTICPANT 1:
It seems to be a clip on when you are planning, you do the strand thing and the processes and your setting and perspectives and then you think gee I better go back and have a look at those ELANZS.
INTERVIEWER:
So you're using them as a checklist.
PARTICPANT 1:
Yeah, so its not, I can't put it into words, its like a little extra that you have to think about.
INTERVIEWER:
How do you think we could improve the teaching of ELANZS?
PARTICPANT 1:
Resources you've got to have a lot of user friendly resources that teachers can pick up and tick the boxes that you've covered that.
INTERVIEWER:
Okay
PARTICPANT 1:
Because the Social Studies document is the most complex with all those…
INTERVIEWER:
different things?
PARTICPANT 1:
The other documents seem to be a little simpler. But I know the Social Studies document best.
INTERVIEWER:
Do you think it is important for children to have a national identity? And do you think that can be developed by teaching about NZ? Or how do you think that identity is formed?
PARTICPANT 1:
There are heaps of components to it. I lived as an exchange student in the United States of America and there are certain aspects of their culture, every morning before school they said the pledge of allegiance at every sports game they sang the national anthem they were more nationalistic than I was coming from. Because at that time the all blacks didn't play rugby that often and so you didn't hear the national anthem that often. You know and then there was that big push with Merv Wellington who tried to get the raising of the flag in schools. Do you remember that?
INTERVIEWER:
No
PARTICPANT 1:
Probably too young
INTERVIEWER:
Yeah
PARTICPANT 1:

It was when I had just started teaching, in about 1981. It was some govt that came in who said alright every school is going to have a flag and they are going to raise it and they had this little saying you could say. And people just didn't do it. So you can't force nationalism on people. The govt was trying to make us more nationalistic and it didn't work people just rejected it. And yet you can show kids a picture of our flag and a picture of the Australian flag and say which is ours and they don't know. I think the national anthem thing is getting better. I lived in Australia for a year and taught there. They sang the national anthem every week at their assembly.
INTERVIEWER:
You don't do that at your school?
PARTICPANT 1:
No, we sing it at the final assembly, that's it.
So I don't know. I think that sport for New Zealander's, sports is a big national thing. The commonwealth games will bring out that, you see people wearing the silver fern and the kiwi. Yeah, I think sports are our greatest vehicle. But that is only my opinion.
INTERVIEWER:
I think that is all my questions. Would you like to tell me anything else about Essential Learning about New Zealand Society?
PARTICIPANT 1:
No
INTERVIEWER:
Well, thankyou for taking the time to answer these questions.

Appendix Six

Interview Transcript from Child Interview

Child Participant 9

INTERVIEWER:
What year level are you?
PARTICIPANT 9:
Year Eight
INTERVIEWER:
Year eight, What do you like best about School?
PARTICIPANT 9:
Sport
INTERVIEWER:
Why do you like sport?
PARTICIPANT 9:
I just like it because it is fun.
INTERVIEWER:
Okay, do you know what I mean by Social Studies?
PARTICIPANT 9:
Yeah, you learn about countries and stuff like that.
INTERVIEWER:
Do you like Social Studies?
PARTICIPANT 9:
Yeah, I don't mind it.
INTERVIEWER:
What sorts of topics do you like best?
PARTICIPANT 9:
Um, in Social Studies
INTERVIEWER:
Yes
PARTICIPANT 9:
Probably learning about other countries
INTERVIEWER:
Ok, why do you like learning about other countries?
PARTICIPANT 9:
Because I just like to learn about what their cultures do and stuff like that.
INTERVIEWER:
Um, do you study much about New Zealand?
PARTICIPANT 9:
Sort of we don't do that much but we have been doing quite a bit lately
INTERVIEWER:
Do you like learning about New Zealand?
PARTICIPANT 9:
Sort of - No, not really
INTERVIEWER:
Why not?
PARTICIPANT 9:
I don't know. It doesn't really interest me. I don't really know why.

INTERVIEWER:
Do you think it is very important to learn about New Zealand?
PARTICIPANT 9:
I think it is really important to learn about your country so then you can know more about it and go places.
INTERVIEWER:
Do you think that you study too little, enough or too much about New Zealand?
PARTICIPANT 9:
Probably too little.
INTERVIEWER:
So what would you like to learn about?
PARTICIPANT 9:
Um
INTERVIEWER:
What do you think that you should learn about?
PARTICIPANT 9:
How the Maori culture is worked and the way they organise themselves, stuff like that.
INTERVIEWER:
Today or in the past
PARTICIPANT 9:
In the past.
INTERVIEWER:
In your home sample book, can you show me any social studies work that you liked doing?
PARTICIPANT 9:
Social Studies? Um
INTERVIEWER:
Yes, Something that you liked doing.
PARTICIPANT 9:
Would that be about Wellington and stuff like that?
INTERVIEWER:
Yes.
PARTICIPANT 9:
I enjoyed doing that, the stuff on Wellington.
INTERVIEWER:
Why did you like that?
PARTICIPANT 9:
I just liked learning facts.
INTERVIEWER:
Can you show me any work that you didn't like doing?
PARTICIPANT 9:
This One.
INTERVIEWER:
What is that one about?
PARTICIPANT 9:
The history of the School
INTERVIEWER:
Why didn't you like that?
PARTICIPANT 9:

I didn't want to know about the history of the School because I didn't think it was important.
INTERVIEWER:
Fair enough. Which topics did you think you learnt the most in?
PARTICIPANT 9:
Probably Maori history.
INTERVIEWER:
Were there any topics that you didn't learn much in?
PARTICIPANT 9:
I can't think of any.
INTERVIEWER:
What have you done about Maori history
PARTICIPANT 9:
We've got this book and we did stuff about the Treaty of Waitangi and the signings and the chiefs and stuff like that.
INTERVIEWER:
You enjoyed doing that?
PARTICIPANT 9:
Yeah, it was alright.
INTERVIEWER:
Great. Thankyou for answering my questions you've been a great help.

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