

PLANNING LOG

THE FIRST COLUMN IDENTIFIES WHAT'S IMPORTANT. THE SECOND COLUMN HAS PROMPTS TO GUIDE YOU AND THE THIRD SPACE FOR IDEAS.

How can we bring the histories to life?

What could we include in our planning?



Ākonga

Make your teaching and learning programme accessible to all ākonga. Increase engagement by making connections to your learners' lives and whakapapa in your planning.

- Deliver and interpret information using a variety of modes, e.g. storytelling, photographs, or maps.
- Make connections to the identities of ākonga, and who they are as learners.
- Explore the collective identity of people in this place
- Connect to the whakapapa and pēpeha of individual learners, and of the community.
- Help learners see themselves in their learning about the past.



Whānau and Community

Plan how you will make connections with knowledge from whānau, community, iwi, and hapū.

- Tell stories of local significance and about local people.
- Connect with whānau through family stories and look for ways that these stories can lead the learning.
- Find out who the people are in this place and how their stories feed into a collective story.
- Develop relationships with mana whenua over time, and strengthen existing relationships.

How can we bring the histories to life?

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Resources

Choose resources and experiences that will give learners a range of perspectives and voices reflecting the diversity of Aotearoa. Engage them with stories, experts, and trips to local places.

- Visit local landmarks and monuments.
- Use frameworks to classify and critique resources.
- Use deliberate questions to help students look for missing voices or stories.
- [Sweet as Kumara](#) by Paul Tucker (Orewa College)



Understand

Support rich learning for your ākonga by deliberately teaching the big ideas. Explore different ways to connect local history to the big ideas and the wider New Zealand or global context.

- Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:
- Māori history is the foundational and continuous history of Aotearoa New Zealand.



Know

Check that your theme or topic is significant, relevant, and authentic for mana whenua, whānau and ākonga.

Include explicit support for learners' histories, languages, cultures, and identities in your planning.

- Key Knowledge -Early Maori had to adapt to the climate in Aotearoa as early as 1200AD; Kumara has been growing here for a long time;
- Key Questions - What adaptations did Maori have to make when growing crops? How did they decide on Kumara?



Do

Develop historical thinking through deliberate teaching of critical thinking strategies. Learners need these many different opportunities to learn and practice so they can apply their learning to new contexts.

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Teachers

Reflect on the knowledge that you need as a teacher and where you could find it.

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